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ABSTRACT

The monograph is intended to help the education community understand and implement the concept of bilingual education. Part I notes recent forward moves in teacher education for multicultural programs and bilingual classes. In Part II descriptions of model programs in the Philadelphia School District are used to provide perspective on the problem of providing instruction in all academic subjects in the mother-tongue of "national origin-minority group children". Part III discusses the competencies upon which bilingual teacher education curriculum content and design should be based, the teaching strategies appropriate for the bilingual bicultural classroom, and the preparation of teachers for testing student progress. The serious issue of the interpretation given to the "cultural" component in any program or class is dealt with in Part IV. Two evaluation instruments, aimed at the teacher in a preservice role, are included: Evaluation Profile for Areas of Performance for Teachers in Bilingual Settings and Self-Evaluation Profile for Teachers in Multicultural and Bicultural Situations. Appended are operational definitions for the Teaching Performance Profile for Bilingual Settings; the major program components, competencies, and experiences for bilingual teacher education programs; and lists of selected information sources and the ESEA Title VII Bilingual Training and Resource Centers. (SB)

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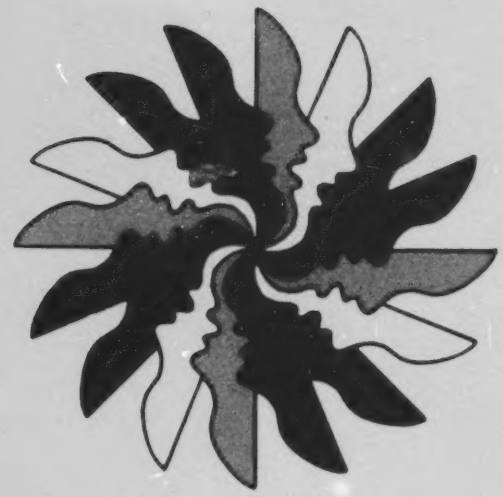

EDUCATING PERSONNEL FOR BILINGUAL SETTINGS: PRESENT AND FUTURE

FRANCIS X. SUTMAN
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Eleanor L. Sandstrom is Director of Foreign Language Education for the School District of Philadelphia, Pennsylvania. Under her administration for the past fifteen years instruction in foreign languages and in English for Speakers of Other Languages has flourished at both elementary and secondary school levels. She is singularly responsible for the unique cooperative and collaborative relationships of parents, community groups, teachers and administrators that characterize the extensive and many-faceted bilingual programs in the Philadelphia schools.

Francis Shoemaker is Emeritus Professor of English and Director of International Programs at Teachers College, Columbia University. In the latter role he coordinated technical assistance programs in teacher education in India, Afghanistan and Peru, and initiated an internship program in teaching English as a second language in the American University in Cairo. He is currently Adjunct Professor in the Graduate Faculty at Temple University, and coordinator of an inter-university seminar (Temple University and the University of Haifa, Israel) on education of disadvantaged youth in the United States and Israel.

FOREWORD

The American Association of Colleges for Teacher Education is pleased to join with the MERIT Center at Temple University in publishing this monograph on bilingual education. It illustrates the Association's commitment to multicultural education and is published as one means of helping the education community to understand bilingual education and to act vigorously to implement the concept.

Multicultural education is one of the core missions of the Association. One of the AACTE's three basic commissions is responsible for promoting multiculturalism, especially within the hundreds of colleges and universities which are members of the Association. The Commission has publicly stated: "The preparation of educational personnel competent to serve effectively in a culturally pluralistic society and in an interdependent world is a professional task of utmost importance. AACTE national surveys reveal that American educational personnel preparation programs do not adequately meet this competency goal. . . Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and an ongoing assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society and the world."

In joining with MERIT in the publication of this document the Association does not necessarily endorse all the authors' ideas. We do recommend a careful study of the document and implementation of an action program which is feasible and desirable within the member institutions of AACTE. We acknowledge with appreciation the effort of the MERIT staff and authors which was responsible for several important steps: (a) the research and writing, (b) copyediting and proofing activities, and (c) provision of some funds which helped to make the publication possible. The AACTE staff involvement included Frank Klassen, AACTE, Associate Director with major responsibility for multicultural activities, Joel L. Burdin, Associate Director with major responsibilities for publications activities, and Doris Bryand (AACTE) and Lee Viscidy (MERIT Center), who

FOREWARD continued

typed the manuscript in its final form. This publication project illustrates the kind of collaboration which the Association undertakes with its member institutions in order to get needed jobs done. The Association is pleased to have had the opportunity to join with MERIT in this particular project, and acknowledges particularly its long-standing collaboration with Francis Sutman, MERIT Director, who has worked with AACTE in a number of publications and other kinds of endeavors.

We know you will find this document useful as a guide to daily procedures and in long range policy development.

Edward C. Pomeroy
Executive Director,
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for Teacher Education

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INTRODUCTION:

THE MERIT CENTER AND MULTICULTURAL EDUCATION

MERIT is the acronym for the Multilingual Education Resource and Information Training Center in the College of Education, Temple University. This monograph is not about the MERIT Center. It is a product of the Center, prepared to define and clarify issues in multicultural-multilingual teacher education.* It is based on two years of experience in structuring the Center as an integral part of the College of Education at Temple, and of extensive organizational support services across the thirteen states for which MERIT serves as resource and training center in multicultural-multilingual education. It also reflects many years of staff experience in a broad spectrum of involvement in professional teacher education.

The MERIT Center is one of thirty-five centers established by the Office of Bilingual Education, O. E. Funding is provided under Title VII of the Elementary and Secondary Education Act, as amended by P.L. 93-380 in 1974. Its location at Temple University encourages cooperation with the Philadelphia School System's highly successful bilingual programs which provide both model and laboratory for teacher education; it facilitates desired collaboration with Temple's widely recognized programs in TESOL and in Foreign Language Education.

In the initial two years of the MERIT Center's operation it has established a library of more than 6,000 professional books in multicultural-multilingual education and teacher education, the staff has conducted more than 150 workshops and courses in 17 states within and outside of the region of the Center's legal responsibility; it has sponsored a series of guest lectures on innovative classroom procedures as part of Temple's on-going (since 1969) degree program in TESOL; it has launched inservice and graduate degree programs within the College of Education for the preparation of professional personnel to (1) teach children needing bilingual guidance, encouragement and instruction, and/or (2) function appropriately in multilingual situations in school systems such as Philadelphia's, which serves children from sixty-three language backgrounds. In addition, the Center has introduced a fellowship program for doctoral studies in bilingual education under Title VII funding. This is a cooperative undertaking between Temple University and the University of Puerto Rico.

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* Throughout this monograph the use of multicultural-multilingual and bicultural-bilingual will be selective and intentional. School system programs and undergraduate, graduate and inservice programs in teacher education necessarily serve multicultural-multilingual needs. Within such programs single classroom and specialized courses of study for individual teachers are, more often than not, bicultural-bilingual - - whether the other-than-English language is Spanish, Vietnamese, Korean, Tagalog or Navajo, etc.

Such extensive professional activity bespeaks the dynamism of bilingualism as an essential characteristic or component not only of higher education, but of contemporary American education in general. But, as with many federally funded programs launched within the pressures of annual budgets and bureaucratic demand for visible and reportable results, there is need for scholarly perspective and premonitory statement of guidelines to maximize inherent values. We believe that this present monograph fulfills this urgent need.

Bilingualism and multilingualism are an integral aspect of our daily round. We accept as normal the safety of jet travel operated and controlled globally in English; we witness televised conversations in English between quasi-diplomatist reporters and heads of state whose mother tongue and calligraphy carry no hint of familiarity to us; we train local staffs of international corporations to conduct business in English. English fluency follows technology. And while the substrative arrangements for these public uses of English may involve many languages other than English, what the American public sees and approves is the admirable bilingualism of others, seldom noting that with our technological dominance we virtually force our friends to speak a second language.

This situation is, in its way, comparable to America's century-long expectation that immigrant peoples, to survive or prosper in their new home, would learn English. And they did. Coveted citizenship and essential employment depended on it. Attitudes change slowly, and usually only under broad-based socio-economic and political pressures. Conformity to English language dominance began to relax under the pervasive strains of the Depression. The upward thrust of social mobility, with or without English, lost its momentum. Acquisitive values became impossible of realization. In consequence, home-country values, long submerged, began to surface, along with the mother tongue of their phrasing. Ethnic enclaves formed in major cities in every state. One-time family custom, costume, dialect and amusement found enthusiastic expression. The image of the melting pot (with an English language solvent) gave way to a multicultural-multilingual mosaic of infinite social and psychological richness.

The change was reflected in education. Multicultural diversity became an end value, along with the psychological "lift" of respect for one's roots and confidence in communication in languages learned and spoken at home. The seeds for our current multicultural-multilingual programs were planted in A Correlated Curriculum (1936) of the National Council of Teachers of English, and in the following year by A Cultural Basis for the Language Arts: An Approach to a Unified Program in the English and Foreign Language Curriculum (1937), by the late Walter Kaulfers and Holland Roberts, both then at Stanford University. Originally designed to enhance bicultural understandings among elementary school children in bilingual communities in the agricultural valleys of California, the model was taken up in French-speaking areas of Louisiana and Canada and in other linguistic enclaves across the country.

World War II, of course, put a quietus on linguistic-cultural diversity in schools, but the massive language training programs in the armed services (ASTP) provided an effective model for multilingual fluency. They made absolute linguistic fluency and cultural literacy the sine qua non of physical survival for military personnel. In so doing, they proved the value of the concept of language-in-its-culture-area, which became central in teacher education programs in TESOL at the University of Michigan and at Teachers College, Columbia University through the 1950's and 60's. Simultaneously, at the elementary school level, the Cold War gave further impetus to multilingual efforts. The launching of Sputnik frightened the American establishment with the spector of technological leadership passing to other nations. Along with the "new" sciences and math, FLES (Foreign Languages in Elementary Schools) was the government-sponsored educational response to the presumed Crisis. FLES was an immediate success - and continues to be so in a limited number of school systems, Philadelphia, for one. Its gradually diminished momentum foundered on the shoals of inadequate supply of teachers appropriately prepared in philosophy, subject matter and teaching method. In retrospect, then, we sense some of the varied sources from which we now draw guidance in developing multicultural-multilingual education and the professional preparation of teachers to insure its continuation.

But what of the social climate that sets time, place and pace for our efforts- and broadens the definition of multilingual education in the process? Pressures not radically dissimilar to pressures of Depression years bring those of us in education belatedly to recognize additional implications of the mosaic of our pluralistic culture. Massive demographic shifts of Spanish-speaking peoples from Caribbean and Latin American areas, displaced peoples from Southeast Asia, quota'd immigrants from Asia, Europe and Africa - all represent what we have come to call the "rising expectations" of opportunity for personal and familial fulfillment. But for a constellation of reasons, those individuals and families have, in large measure, been denied the full fruits of the affluent society which surrounds them. In the climate of civil rights advocacy, encouraged to speak out, they have joined with and been joined by ethnic groups native to the United States - American Indians, for instance. Aware of socio-economic benefits denied, and awakened to ethnic cultural values submerged, they have centered their concerns on what they perceive as the most serious denial of all, phrased in the Lau v. Nichols brief as the right to ".... a meaningful opportunity to participate in the public educational program....".

In the Supreme Court decision, seeking correction of the problem, Justice Douglas wrote:

> Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional programs to these students.

The non-prescriptive statement of the Supreme Court has invited varied proposals from professional organizations and state departments of education for "rectifying the language deficiency". The bibliography of spokesmanship, advocacy and interpretation of one position and another is already extensive. It seems safe to assume, though, that central guidance for the immediate future development will come from the U. S. Office of Education's Office of Bilingual Education whose "Position Paper, September 1975" begins to spell out the implications of Justice Douglas' ruling:

> Bilingual education has been defined as a developmental instructional program which utilizes two languages to enhance learning experiences for children of limited English-speaking ability. It recognizes the validity of learning in two languages and encourages educational programs leading to bilingualism. This does not suggest that it is to be considered as a compensatory effort. It does suggest that instruction in English as a second language is a necessary part of instruction, but is not sufficient to establish an educational program. A Bilingual Education Program recognizes the need to develop and maintain native languages and cultural skills, it values cultural differences, and the learning that the child receives at home and in the community, and it values language as a transmittal of culture.

In this context, multilingualism moves from the elite realms of jet travel, diplomacy and international corporate finance to the grass (or asphalt) roots of modern urban industrial society. This brings us full-circle to the Title VII funding already referred to.

As influential as the Office of Bilingual Education may prove to be, its creation of 35 centers insures the continued emergence of additional delineations of the meanings of multilingual and bilingual education. And in the case of the MERIT Center, the possibility and indeed, responsibility, for sharpening concepts at their nucleus in teacher education seem inescapable. In preparing this monograph the authors have drawn on prior experience in teacher education at a number of institutions of higher education, on the practical experience of teaching in bilingual situations in Puerto Rico, in the trilingual mandates of Israel and India, and on immediate collaborative undertakings with teachers and administrators in the Philadelphia schools. We necessarily address ourselves to clearly recognized aspects of educating teachers for multicultural-multilingual programs. We do this with clear recognition of the urgency of need.

At this stage in the development of multicultural-multilingual education no monograph could be definitive. We recognize the moot issues yet to be thrashed out in country-wide conferences and problems to be worked on in myriad classrooms and school systems. One of the most critical, of course, is the determination of optimum solutions (plural intended) of providing instruction in all academic subjects in the mother-tongues of what HEW termed "national origin-minority group children". This is perhaps the most disturbing issue before policy makers in multilingual education. The research and teaching methods of sciences, for instance, are subject-specific. So are the research and teaching methods of other academic teaching fields in the schools. Mastery of the methods characterizing these disciplines has been the focus of advanced degree study for most teachers. Rarely has fluency in an other-than-English language been part of the degree program for teachers who are not majors in Foreign Language Education. This brings us to the sticking point: can students be guided in their development, each at his own pace, by a subject specialist whose knowledge of the student's (or students') language is less than fluent? The converse is no less embarrassing. The person with fluency in Spanish, Korean, Vietnamese, Tagalog, or Navajo, in all but the most singular instances, will have had little introduction to instructional method at the cutting edge of, let's say, modern science education or art education. What are the answers? Bilingual teacher-aides? Parallel texts and teaching materials in target subjects in target languages? or, long-range, the recognition of a wholly new professional field demanding sustained inservice or graduate study in a target language coterminal with graduate study in an academic discipline? We present some perspective on this problem in Part II, through descriptions of model programs in schools in Philadelphia.

A second serious issue confronts those of us interested in multicultural education. It is the interpretation given to the "cultural" component in any program or class. Not infrequently, for obvious reasons of availability of information, "cultural" becomes predominantly "historical", and the role of language-in-its-culture-area is lost sight of. We provide some perspective on this issue in Part IV, which provides a self-evaluation profile for teachers of children from varied cultures.

A third major concern of those of us administering programs and teaching classes in multicultural situations is curriculum design and content, and appropriate teaching method or strategy to be employed. This we deal with in Part III.

In Part IV, beyond the self-evaluation profile, we attempt to throw some light on the critical problem of evaluation of teachers in preservice and inservice roles - and the relation of evaluative criteria to the structure of teacher education programs.

We are aware (as are our readers) of the fact that a monograph of any value raises as many issues as it attempts to solve. Its major role may be to provoke thoughtful discussion and provide a starting point for coordinated and collaborative efforts across and among campuses and professional agencies. And so we turn in Part I to provide a running start by looking at some of the recent forward moves in teacher education for multicultural programs and bilingual classes.

PART I

RECENT ROOTS OF BILINGUAL TEACHER EDUCATION

Multilingualism and bilingualism are facts of every day life. They have been so, here and abroad, for all the years of American history. Within the last decade, however, they have assumed the proportion and dynamism of a "movement" in American education. "Movement" will suggest a note of evangelism to some educators. This might not be far from the mark, for tremendous dedication to enhancing opportunities for minority children exists country-wide. At the same time, it sounds a note of caution - - caution that the "cause" be grounded in viable philosophy and its program charted with sufficient cogency to insure its continued, productive life. To comprehend the role that programs in teacher education should play in this multicultural/multilingual movement calls for knowledge of the recent history of the movement, both the legal and academic aspects. The historical dimension is admirably presented in Schneider's Revolution, Reaction or Reform: The 1974 Bilingual Education Act. This is a rich resource of historical fact and the personal feeling and concern of the political leaders of what was early termed simply bilingual education. Interesting and inspiring as this background material is, our concentration at this point must be on the education of teachers as the focal concern for successful continuation of the movement. We turn then to the recent actions of the National Council for the Accreditation of Teacher Education (NCATE).

NCATE assumes responsibility for accreditation of college and university programs for preparation of teachers and other professional school personnel at the elementary and secondary levels. It serves this function by authorization of the Council on Post Secondary Accreditation, and with full recognition by the United States Commissioner of Education.

NCATE revises its Standards for Accreditation at approximately ten-year intervals.* The most recent revision is the 1978 Standards for the Accreditation of Teacher Education. These will become effective on January 1, 1979. It is significant that the 1978 revision includes for the first time standards for Multicultural Education under the heading, "Basic Teacher Education Programs". Standard 2.1.1. reads:

> Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and

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* As a nationally recognized agency, of course, NCATE receives and welcomes extensive input from other professional organizations. The 1978 Standards, for instance, reflect the spokesmanship of the Commission on Multicultural Education, of the American Association of Colleges for Teacher Education, with financial support from the NIE.

behaving in differential cultural settings. Thus multicultural education is viewed as an intervention and an on-going assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.

Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.

Multicultural education could include, but not be limited to, experiences which: (1) promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

Standard: The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components.

Standard G.2.1.1 under "Advanced Programs" states the above, but in addition:

Standard: The institution gives evidence of planning to provide for multicultural education in its advanced curricula - in the content for the specialty, the humanistic and behavioral studies, the theory relevant to the specialty, with direct and simulated experience in professional practice, as defined in Standard G.2.2.

Standards, naturally, are couched in broad and general terms. But the stringency of requirements for meeting the Standards becomes clear in the battery of questions posed to institutions by accrediting evaluation teams:

In what ways is multicultural education reflected in the plan of study for all programs in regard to:

a. General Studies
b. Professional Education
c. Preparation in Clinical/Laboratory Experiences
d. Practicum and Field Experiences

What resources have been added to support multicultural education over the past 5 years?

What efforts have been made to recruit new faculty in view of multicultural concepts? What success has been attained?

What efforts have been made to recruit students in view of multicultural concepts? What success?

This positive and exacting demand upon teacher education programs did not come to be overnight. In 1967, for example, the American Association of Colleges for Teacher Education, (AACTE) published its Report on the Conference on World Education, and in 1968, The World and the American Teacher, both prepared by Harold Taylor. Both books called for development of multicultural perspectives for all college graduates, and especially for future teachers.

The emphasis on broadened perspectives for programs in teacher education was extended by Hunter's Multicultural Education Through Competency Based Teacher Education (1974), and by Gollnick's Multicultural Education and Ethnic Studies in the United States (1976).

The extent to which selected programs have incorporated multicultural objectives and materials is reported in Casso's Bilingual/ Bicultural Education and Teacher Training (1976), published by the National Education Association (NEA) in cooperation with the ERIC Clearinghouse on Teacher Education. Casso's book gives wide circulation to six guiding principles originally presented by Uliban and Cooper in their What Teachers Should Know about Bilingual Education (1969):

1) Instruction in the first years of school should begin in the mother tongue . . .

2) Bilingualism need not adversely affect school achievement . . .

3) The emotional feelings about one's language are very important . . .

4) To preserve a language it needs to be used as a medium of instruction in the schools . . .

5) While the members of a minor language group must learn the major language in order to function in the basic institutions of that society, the reverse of this is not true . . .

6) Native languages of minority groups are apt to be lost if they serve no purpose in economics and commerce. . .

These principles, it was hoped, would accomplish at least 12 major attitude changes, a key one of which is: "The society which the learner accepts as a second culture will recognize the value of bilingualism."

Casso also reports on what appears to be the first "institute" of educators, in Aspen, Colorado, called to consider the "slow response of teacher training institutions" to the need for bilingual education. The institute was convened to "assess the state of the art in under-graduate teacher training programs in bilingual/bicultural education." It was convened following the 1974 landmark case, Lau v. Nichols. It was sponsored by the Bilingual Leadership Training Institute under the National Education Task Force de la Raza. The task of the Institute was to develop responses to the following questions:

a) What should the teacher need to be able to do for maximum effectiveness in a bilingual/bicultural education program?

b) What knowledge would be required . . .?

c) What skills would be required . . .?

d) What training experience would be recommended to help bring about this behavior, knowledge, and skills development?

Responses to these questions led to a series of recommendations centered in ability to use the language of the target student population and to understand the culture of this population. Recommendations were formulated under two heads: Cognitive Domain and Affective Domain. A sample recommendation from each category suggests the tone of the document.

Cognitive Domain

a) Knowledge required. To effectively diagnose language competency, the teacher should possess knowledge in diagnosis, interpretation and application.

b) Skill required. The skill to interpret and apply.

c) Training recommended. A formal course in testing and measurement and field experience in diagnosis and application, preferably related to the bilingual community in which the teacher desires to work.

Affective Domain

a) The teacher should respect the child.

b) The teacher should be sensitive toward the child's sociocultural differences and be alert to his/her effect on the child.

In August of 1974 the National Conference of EPDA Bilingual Education Project Directors released their statement titled "Preparation and Certification of Teachers of Bilingual/Bicultural Education." Drawing on this document the Center for Applied Linguistics (CAL), another prestigious agency committed to bilingual/bicultural education, developed its Guidelines. This document lists some areas of professional concern in the education of teachers:

Language Proficiency
Linguistics
Culture
Instructional Methods
Curriculum Utilization and Adaptation
Assessment, School-Community Relations
Supervised Teaching

The Guidelines describe more clearly than do earlier reports five key academic qualifications to be developed by viable teacher education programs:

1) A thorough knowledge of the philosophy and theory concerning bilingual/bicultural education and its application.

2) A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.

3) A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it; an understanding of the language the child brings with him/her, and the ability to utilize it as a positive tool in teaching.

4) Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.

5) The proper professional and academic preparation obtained from a well designed teacher training program in bilingual/bicultural education.

The Educational Resource Information Center (ERIC) has indexed a number of articles and presentations that describe in general terms the need for special programs to educate teachers for bilingual settings. An analysis of these publications indicates that for the most part they either describe a specific bilingual teacher education program or they describe specific characteristics of existing pre-service and in-service bilingual/bicultural programs. There are a few reports of research related to specific bilingual teacher education projects. Many of the ERIC documents, however, are speeches prepared for local program consumption and are not formally published. The documents that have been officially published and appear to be pertinent to the content of this monograph are listed in the Appendix. Once again, published or unpublished, contents of these documents (as well as those referred to in previous pages) have served as part of the foundation for the presentations in this monograph.

Three final activities in bilingual teacher education must be reported here, for they may produce the most profound effect on the future direction and quality of programs designed to prepare both teachers and leaders for the multicultural education movement. The first of these are the first and second Policy Conferences on Bilingualism in Higher Education convened in San Francisco in 1977 and 1978. The first of these meetings was sponsored by the School of Education of the University of San Francisco. The second meeting was sponsored jointly by the School of Education and the Bay Area Bilingual Education League. Both meetings considered many aspects of the bilingual education movement, from academic to political. These meetings gave opportunity for those concerned with teacher education to express views and to describe education programs that are underway.*

Following passage of the Elementary Secondary Education Act (ESEA) in 1965, federal funds became available competitively to support basic programs in bilingual education at the local school district level (LEA). A stipulation of these grants for basic bilingual education, administered through the Office of Bilingual Education of the U. S. Office of Education, continues to be that 15 percent of the funds allocated to each local school district must be spent for the inservice education of teachers.** Also growing out of this "bilingual legislation" is the option for each State Education Agency (SEA) to apply for up to five percent of the monies received by LEA's and other agencies within each state to be used for coordination of bilingual education programs in

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* Papers presented at these two Conferences are available from Alma Flor Ada, at the University of San Francisco's School of Education, or they may be taken on loan from the MERIT Center Resource Library, Temple University.

** As of this writing, this legislation is being amended. Changes become effective during 1979.

that state. These funds may be used directly for training, for program evaluation, and/or for other kinds of support services. Many states have used a portion of these funds to support "awareness level" conferences for bilingual classroom teachers and teacher aides. Some of the funds have been allocated directly for inservice workshops to train teachers in specific skills related to successful teaching in bilingual settings. In addition to the basic LEA and SEA grants the bilingual legislation (Title VII of SEA) calls for the establishment of other support services related to the education and/or the re-education of teachers. The most significant of these has been the establishment of a national network of bilingual education centers. The network, consisting presently of the 35 centers already referred to in Chapter 1, is responsible (1) for the preparation of instructional materials for bilingual classrooms; (2) for the field testing of these materials; (3) for the dissemination of these materials; and (4) for the training of teachers and aides to be more effective in bilingual education settings.

Examples of teacher training materials that have been developed or are in the process of development by bilingual centers funded through ESEA Title VII are the - -

Santa Cruz Bilingual Education Design: a teacher training system, Arizona Bilingual Materials Development Center, University of Arizona, Tucson, Arizona 85721.

Teacher Resources for Bilingual Education: multi-media teacher training kit, Midwest Resource Center for Bilingual/Bicultural Education, Arlington Heights, Illinois 60005.

The bilingual education centers are housed either on college and university campuses or within the structure of public school districts throughout the country. The centers continue to work together to improve bilingual instruction for students, and to facilitate the advancement of the bilingual education movement at all educational levels.

Closely allied with the overall activities of the bilingual education centers are the collegiate degree programs to prepare bilingual teachers and the fellowship programs to prepare leaders for policy determination in bilingual education. These two types of programs, supported by ESEA Title VII funds, serve not only to increase the supply of competent bilingual personnel, but also serve as models for educational programs on college and university campuses throughout the nation. It is to personnel in these colleges and universities that this monograph is directed. For only through their efforts can the bilingual education movement have lasting impact on the quality of education at all levels.

Before considering in detail the nature of quality multicultural/multilingual teacher education, it seems profitable to describe several types of bilingual school settings for which teachers must be prepared. These are presented in the next chapter.

PART II

THE MANY FORMS OF BILINGUAL EDUCATION:

THE SCHOOL DISTRICT OF PHILADELPHIA AS EXAMPLE

The installation of bilingual programs in the school district has required a commitment over many years to the educational values of learning in two languages. This commitment emanates from the School Board and permeates every area of responsibility from the Superintendent of Schools to the child in the classroom. It involves on-going orientation of people at all points of the school-community spectrum to the goals and objectives of bilingual education. It calls for recruitment and training of bilingual staff. It requires development and acquisition of instructional materials. It requires new ways of staffing the schools, and new patterns of in-service training of existing staff. It requires on-going evaluation. It requires additional fiscal resources for program initiation and a re-allocation of funds for program maintenance. Most of all, it demands the capability to weave new educational designs from the intransigencies of traditional monolingual educational patterns. The emergence of new designs which improve on past experience to meet special community needs will become apparent in the paragraphs to follow.

PILOT PROGRAM - 1966

Bilingual education in the School District of Philadelphia dates from the initial pilot program begun in 1966. In that year the Office of Foreign Language Education developed a new program, ESL for non-English-dominant Puerto Rican pupils. This program, now titled ESOL (English for Speakers of Other Languages), is still in operation. Originally it was staffed with ten teachers who were bilingual in English and Spanish. The Spanish fluency of the teachers was required to provide emotional security for the children in their new learning environment. The teachers were recruited and trained during the summer months prior to the beginning of the program. In September, they were assigned to ten different schools with a large population of Puerto Rican pupils.

Two primary objectives of the program were (1) to teach children to understand and speak English, then to read and write it, and (2) to help children develop and maintain pride in their ethnic origins through the history of Puerto Rico and recognition of Puerto Rican customs and culture. In addition to the instructional program for pupils, teachers' workshops titled "Bridges to Understanding" were conducted throughout the year. These workshops dealt in the main with the history and culture of Puerto Rico, the needs of Puerto Rican children and their parents in the community and in the schools, and the agencies that could help in the schools and in the homes.

Before the end of the school year, in an effort to explore different ways of teaching the children and effecting optimum learning, an intensive bilingual instructional program was planned for the summer of 1967 for 200 Spanish-conversant pupils. Five schools were designated as summer learning centers. The original ten teachers were invited to work as five teams. Pupils attended classes from 9:00 a. m. to 12:00 noon for five weeks. The instructional program consisted of language arts, reading and mathematics in English, the history and culture of Puerto Rico in Spanish, and games, poetry, and songs in both languages. Parents were invited to sit in and observe their children participating in the program. Parents were also invited to take part in the various cultural activities that were an integral part of the program. A picnic in one of the city's parks was the culminating activity of this first summer program. Three generations of the families of the children attended with joy and pride. This intensive bilingual learning program was conducted each summer for ten years. It was terminated in 1979 for financial reasons.

LET'S BE AMIGOS PROJECT: 1969

Long before the summer program closed, though, new seeds had been planted and nurtured with good thinking and federal funds. In 1969, with Title VII monies, the Philadelphia School District initiated the Let's Be Amigos Project. Let's Be Amigos is still functioning. As recently as March of 1977 it was described to HEW by an evaluation team from Development Associates as one of the "noteworthy projects in bilingual education."

Let's Be Amigos was launched in seven Philadelphia schools in the fall of 1969. Two education models marked the opening design. One was known as the Potter-Thomas Model Bilingual School. The second was labelled the Arriba Model Program.

The Potter-Thomas Bilingual School (a brand new building serving the community formerly served by the Potter Elementary School and the Thomas Elementary School) provided a model bilingual school for all pupils, both English and non-English dominant, from pre-kindergarten through grade six. Prior to the opening of Potter-Thomas there had been no pre-kindergarten program in the Philadelphia system.* In the first year of operation the bilingual program served all pupils in pre-kindergarten, kindergarten and first grade. Each successive year the previous cycle was repeated and advanced one year until the entire school was involved.

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* Currently the only other pre-kindergarten groups exist in Get Set and Head-Start programs.

But we should back-track briefly to see the kind of experience and planning that preceded the launching of the program. The school population was approximately 42 percent Hispanic, 31 percent American black, and 27 percent white. For three years prior to the opening of the new Potter-Thomas School, pilot programs in ESOL had been conducted in the two older schools.

One year before the opening of Potter-Thomas, public and professional discussions were held involving administrators, teachers and parents on philosophy, objectives and staffing. The discussions were held in both English and Spanish and scheduled for both school and after-school hours. The vote of the community and the faculties of the Potter and the Thomas Schools gave unanimous endorsement to the creation of the Potter-Thomas Bilingual School. In the summer of 1969, in cooperation with Temple University and the State Department of Education in Harrisburg, Pennsylvania, a recruitment and training program was initiated for potential teachers of Spanish origin.

The new physical plant, with its open classroom pods and areas for small and large group instruction, lent itself to new patterns of class organization and staffing, For example, there are four pre-kindergarten classes that meet daily for half a day. Two bilingual teachers, one native English-speaking and one native Spanish-speaking, work as a team with four groups of children. Two bilingual aides assist the teachers. Teachers combine and recombine their students into each of three configurations, mixed Hispanic and English-speaking groups of 20 with one teacher, ethnically homogeneous groups of 20 children working with one teacher who is a native speaker of their first language, and a large combined group of 40 children working with the teacher team.

The organization and content of the curriculum in English and in Spanish were developed by a team of bilingual teachers under the direction of the Director of Foreign Language Education. The evaluation design for the program was developed in consultation with the research associate who serves as the internal project evaluator.

The curriculum was carefully structured in each language and geared to the interests and abilities of the children in each grade. Based on the belief that the child's cognitive development proceeds more rapidly in the mother tongue and that learning in the mother tongue provides the emotional security necessary for healthy affective development, the curriculum at the beginning levels provided for 90 percent of the child's educational experience in his mother tongue and 10 percent in the second language. The content of learning in the second language re-enforced selected concepts presented in the mother tongue. As children developed security in learning in the mother tongue, contact with the second language increased until 50 percent of the time was spent on learning in each language. The curriculum was planned to afford re-enforcement of learning, as well as horizontal and vertical extension of learning as children moved from one language to the other.

The ultimate goal of this bilingual program is to develop the skills and conceptual areas of learning, as well as empathy for two cultures. Since the curriculum in Spanish and that in English are interwoven, the teachers plan their classroom activities as a team.

As noted earlier, during the first year of operation, the program served pupils in pre-kindergarten, kindergarten and grade one. When the school opened, five parents did not wish their children to be in the bilingual program. A separate research cell was organized for these children. However, by December, the pupils and their parents wanted to become part of the bilingual program. While the bilingual program operated in these early grades, grades two through six followed the usual organization except that English as a second language was provided for Spanish-dominant pupils and Spanish as a second language was provided for English-dominant pupils.

The gradual phasing in of the program permitted annual evaluation, revision and additional opportunity for program operation at previous levels and in-depth planning for the new grade level. It also allowed for the continuing recruitment and training of staff. An arrangement for staffing the school was made during the first planning stages of the program and is still in effect, now system-wide. No monolingual teacher is removed from a position in a school where there is a bilingual program. However, as vacancies occur, the positions are frozen and filled with bilingual personnel.

The Potter-Thomas Model Elementary Bilingual Program, initiated in 1969 with Title VII ESEA funds, is still in operation. When Federal funding ended after six years, the school district underwrote the program with local funds. As the school population grew over the years, the school organization was changed from pre-kindergarten through grade six to pre-kindergarten through grade four. When pupils in grades five and six were about to be moved to a nearby school, the parents wanted their children to continue in the bilingual program. Arrangements were made to supply staff, instructional materials and support services to this school so that pupils could pursue their bilingual education, maintaining their forward development in two languages and in their bicultural activities and understandings.

Over the years, some curricular changes were also made. After the first year of operation, program staff believed that some pre-kindergarten children had developed sufficient maturity and readiness to begin to read in the kindergarten. A plan was approved to have two groups of children, one English-dominant and one Spanish-dominant, attend a full-day kindergarten. As of this writing, some pupils in the full-day kindergarten are now reading at second-grade level. Another change was made in the fourth, fifth and sixth grade curriculum at the request of

the parents who felt that the children should have increased experience in English. The instructional time at these grade levels is now 70 percent in English and 30 percent in Spanish.

Some very important aspects of this program can be re-emphasized here. First, children begin to read in their dominant language. They begin their cognitive development in their mother tongue. They begin to develop competency in listening to, speaking in, and understanding their second language. They then begin to read and write in their second language. Their learning experiences incorporate all of the curriculum areas, cognitive, affective and psycho-motor, in two languages - English and Spanish.

The Arriba Model within the Let's Be Amigos Project was designed to serve a heterogeneous group of non-English fluent Hispanic students who exhibit a wide variety of competencies in both English and Spanish. Arriba began operation in 1969 in six schools - grades five and six in two elementary schools, grade seven to nine in two junior high schools and grades ten to twelve in two senior high schools. It provides instruction through the medium of mother tongue in four subject areas - Spanish as a first language (SFL), mathematics, science and social studies. At the high school level, Puerto Rican history and culture is included as part of the American History requirement for graduation. The curriculum also provides instruction in English as a second language. Students participate in physical education, music, art, home economics and industrial arts with their English-speaking peers.

The objectives of the program are to improve student attendance, reduce lateness and disruptive actions in classes, decrease the drop-out rate, improve grades in all subject matter areas and increase parental participation in school activities. Over the years, all of these objectives have been achieved to a notable degree. After the first year of operation, at the request of parents and principals, the program at the elementary sites was extended downward to include students in the fourth grade. The senior high school program was expanded to two additional high schools. Thus, in the 1970-71 school year, the Let's Be Amigos Project was functioning in three elementary schools, two junior high schools and four senior high schools.

The need for curriculum development was acute, especially in the academic disciplines to be taught in Spanish, and in Puerto Rican History and Culture to be taught in Spanish and English. Funds obtained from Title VII ESEA gave the school district the capability to develop curriculum in Spanish for all grade levels in language arts and reading, social studies, science, drug abuse, and Puerto Rican History and Culture in English and Spanish. These curriculum materials have been disseminated across the country to other school districts; they are available for ex-

amination at the Multilingual Instructional Resource Center of the Philadelphia School District which houses both commercially available and teacher-prepared instructional materials and equipment for use in bilingual, ESOL and foreign language classes.

Constant monitoring of the needs of the pupils has expanded course offerings in the original schools of the Let's Be Amigos Project and has created spin-off programs in other schools. At present, there are bilingual programs in 30 schools. The bilingual instructional program at the secondary school level includes a variety of courses in Spanish such as general mathematics, algebra, geometry, trigonometry, general science, biology, chemistry, physics, social studies, American history, Puerto Rican history, industrial arts, typewriting, clerical practice, physical and health education, and Spanish language and literature. English as a second language is an integral part of the program, and as pupils achieve increased competency in English they join the English classes with their English-speaking peers. At the high school level, students may elect courses in their dominant language to fulfill graduation requirements. These Spanish-medium courses are also available to English-speaking students who feel they can cope with the course.

THE MODEL B MINI-BILINGUAL PROGRAM: 1970

Shortly after the Potter-Thomas Model Bilingual School program was implemented, another model was created for an elementary bilingual program. The Potter-Thomas program was labelled Model A. The new program, Model B, was planned to determine whether an elementary bilingual program could function in an older school plant where classrooms had walls and where the entire school population was not involved in a bilingual instructional program. Three schools were selected for implementation of bilingual Model B with the advice, support and consent of the parents of the pupils in these schools, the principal of each school, the district superintendent and each school's faculty.

The bilingual Model B is a mini-bilingual school within a school. Beginning in kindergarten and grade one and cycling up to the next grade each successive year, a class of Spanish-dominant pupils is paired with a class of English-dominant pupils at each grade level. Spanish speaking pupils are assigned to classroom teachers who are bilingual in Spanish and English, with dominance in Spanish. English-speaking pupils are assigned to English-speaking classroom teachers. The two teachers of the same grade work as a team. For instruction in the mother tongue, the pupil is with the teacher of similar mother tongue. Pupils engage in joint activities in both languages for various aspects of the curriculum. These include songs, games, poetry, story-telling, and creative role-playing. The content of the curriculum is similar to that developed for the Potter-Thomas School. It includes language arts, science, mathematics and social studies taught in both English and in Spanish.

In addition to instruction by the classroom teacher in the pupil's mother tongue, two bilingual second language specialists provide daily instruction in English as a second language for the Spanish-dominant pupils and Spanish as a second language for English-dominant children.

THE BILINGUAL RIGHT TO READ PROJECT: 1972

By 1972 it was estimated that the Spanish-speaking school population of Philadelphia was increasing at an annual rate of 12 to 15 percent. To meet the needs of this population, composed primarily of children of newly-arrived families of Puerto Rican and other Hispanic origin, an additional model for bilingual education was developed. This was introduced at the Taylor Elementary School under the title Bilingual Right to Read Project.

Plans for the program began with discussions of the needs of the pupil population by the principal and the district superintendent. A series of meetings followed with representatives of the faculty, the teacher's union, the Home and School Association of the school, other parents, leaders of the Puerto Rican community and the Philadelphia Bilingual Advisory Committee. From these representative groups a Unit Task Force was organized to help develop and implement the bilingual-bicultural instructional program which was partially supported for three years by Bilingual Right to Read Federal Funds. When this source of funding ended in 1975, the school district assumed support for the program with local funds.

The Bilingual Right to Read program focuses on the development of reading skills in Spanish and in English for Hispanic and non-Hispanic pupils. During the first year of operation, the program served pupils in the kindergarten and first grade. During each successive year the program recycled previous grades and spiralled into the next grade. The program was planned to involve all pupils in kindergarten through third grade in a completely bilingual program. Pupils in grades four through eight received instruction in English as a second language and Spanish as a second language. Because of the relevance of the Bilingual Right to Read Program and the successful achievement of the program participants, Spanish-speaking families have been moving to the neighborhood in order to send their children to the Taylor School. This influx of pupils overcrowded the school and in the fall of 1977, seventh and eighth grade pupils were moved to a neighboring junior high school.

The long-range objectives of the program have been to:

. . Develop literacy skills in the pupil's dominant language whether this be English or Spanish

. . Develop literacy skills in the pupil's second language whether this be English or Spanish

. . Develop self-esteem within each participant in the program through recognition of his cultural heritage

. . Develop receptivity to bilingual-bicultural education in the school and community

Since bilingual reading programs were completely new in this school and in the surrounding community, they became the focus of observation by other teachers in the school, as well as by parents. From its inception, the Bilingual Right to Read program was a catalyst for change in instructional materials used at the school, in teaching strategies within the classrooms, and in parental and staff interest in bilingual education.

This program, like the Model B Program, is organized as a school within a school. At each grade level there are one or two classes for non-English dominant pupils who receive their instruction in Spanish in all of the content areas of the curriculum from a bilingual classroom teacher fluent in Spanish. Instruction in English as a second language is provided by the ESOL specialist teacher. English-dominant children receive instruction from an English-speaking classroom teacher; their instruction in Spanish as a second language is provided by a specialist teacher in Spanish as a second language. Daily activities, such as physical education, art and music, have both English and Spanish-dominant pupils learning together. A wide array of cross-cultural activities recognizes the ethnic origins of all pupils in the school and engages the participation of the entire school family, the parents and the community at large.

THE INDIVIDUALIZED MULTI-MEDIA BILINGUAL EDUCATION MAGNET MODEL: 1976

As the number of pupils whose first language is not English increases, the bilingual programs described are replicated or adapted or new programs are created to meet the needs of the pupils and the concerns of the parents, teachers, and administrators. While the large majority of pupils are Spanish-speaking and most of them come from Puerto Rico, among the more recent arrivals are significant numbers of pupils who speak Chinese, French, Italian, Korean, Portugese and Vietnamese. These pupils live in widely dispersed neighborhoods throughout the city. The school district now has several schools with a heterogeneous ethnic population of pupils with limited English-speaking ability.

In an effort to meet the needs of pupils of diverse cultural and linguistic backgrounds in attendance at one school site, a new bilingual program was designed with the support of Title VII ESEA funds. This bilingual program in a multilingual setting is called The Individualized Multi-Media Bilingual Education Magnet Model. This bilingual program began operation at two school sites, one elementary (The Birney Elementary School) and one secondary (The South Philadelphia High School) in the fall of 1976.

The program is considered to be in its developmental phase for three years. When the model is fully developed and program evaluation indicates that program objectives have been achieved, this prototype of school organization and curriculum will be replicated in other schools.

This bilingual program is also organized as a school within a school. Bilingual instruction is provided for the larger linguistic groups who are non-English-dominant. At the elementary school site, these groups are Korean, Portuguese and Spanish. At the secondary school site, they are Chinese, Korean, Vietnamese, Italian, and Spanish plus a number of pupils from Haiti, Laos and Cambodia whose prior schooling has been in French. Instruction in ESOL is provided to all pupils with limited English-speaking ability. Pupils are scheduled for large group, small group and individualized instruction. Gearing instruction to the competencies of each pupil in his/her mother tongue and in English is facilitated by the development of a Bilingual Individualized Multi-Media Learning Center (BIMLC). The BIMLC houses audio-visual equipment and a variety of programmed instructional systems and materials in the subject areas of the curriculum. At the secondary school site, the BIMLC also houses computer terminals for computer-assisted and computer-managed instruction in reading, mathematics, career education and functional living.

Teachers and aides serving in the program are competent in at least one of the target languages and in English. Each staff member supplies instruction in his/her area of specialization. The activities in the BIMLC are coordinated by a bilingual multi-media assistant. At each site, a bilingual site coordinator assists with the implementation of the program and serves as liaison between the school staff and central office.

The Birney Elementary School was selected as a pilot site because of its multilingual, multi-ethnic pupil population. It serves pupils in kindergarten through grade six. The overarching objective of the instructional program is to develop the cognitive skills necessary to enable the pupil to function at the same level as his/her English-speaking peer group within the school, and at the same time, support the pupil's self-identity through instruction and guidance in his/her native language, culture and history. The curriculum consists of the following strands:

-- An instructional program in language arts, mathematics and intercultural education in Korean for Korean-dominant pupils; in Portuguese for Portuguese-dominant pupils; and in Spanish for Spanish-dominant pupils

-- An instructional program in English to Speakers of Other Languages (ESOL) for the non-English dominant pupils

-- An individualized Learning Center for the pupils in the program. The center contains multi-media equipment for use by the target group pupils on an individual basis.

Each pupil in the target group spends at least one period per day in the Bilingual Individualized Multi-Media Learning Center as part of the program. Activities in the Center are coordinated with classroom activities in order to provide continuity of instruction on an individual basis. The instruction in the Center supplements and enriches instruction in the mother tongue and in English. At the kindergarten level, pupils spend 25 per cent of instructional time in ESOL; 25 per cent in the mother tongue; 25 per cent in the BIMLC and 25 per cent with peer groups in inter-cultural learning activities. In grades one to four pupils spend 25 per cent of instructional time in their mother tongue, 25 per cent with peer groups in inter-cultural learning activities, and 50 per cent in ESOL with part of this in the BIMLC. Pupils in grades five and six spend 25 per cent of instructional time in ESOL, 15 per cent in the BIMLC, 15 per cent in the mother tongue, and 35 per cent in peer group intercultural activities.

The South Philadelphia High School was selected as the secondary school site for this because of its multilingual, multi-ethnic pupil population and because it also serves as a Foreign Language Magnet School where 17 foreign languages are taught during the school day, during after-school hours twice a week, and on Saturday mornings.

The curriculum consists of the following program strands:

-- An ungraded instructional program in language arts, mathematics, and social studies, including the history and culture of the United States and that of the home country of the student: in Korean for Korean-dominant students; in Vietnamese for Vietnamese-dominant students; in Mandarin or Cantonese for Chinese-dominant students; in Italian for Italian-dominant students; in French for Haitian, Laotian and Cambodian students; and in Spanish for Spanish-dominant students.

-- An instructional program in ESOL for the non-English dominant students (ESOL groups are organized on the basis of English competency and are multi-ethnic)

-- A Bilingual Individualized Multi-Media Learning Center (BIMLC) for the students in the program (A team, consisting of a bilingual teacher and a bilingual aide, who are fluent in either Korean, Vietnamese, Chinese, Italian, French or Spanish, staff the activities in the BIMLC. The bilingual teachers

and aides are scheduled in the BIMLC so that two linguistic groups are represented in each period the center is in operation.)

-- An inter-cultural program where students engage in activities with English-dominant peers, e.g. home-room, physical education, music, art, industrial arts, home economics, other elective subjects

The South Philadelphia High School bilingual model functions as an un-graded individualized program. Pupils are identified for ESOL instruction as Beginning, Intermediate or Advanced. Beginning students receive two periods of instruction in ESOL; two periods of instruction in their mother tongue; and one period in the BIMLC (Bilingual Individualized Multi-Media Learning Center) and one or two periods with their English-speaking peers in physical education, art, music, home economics, industrial arts and other elective subjects. Intermediate students receive two periods of instruction in ESOL, one period in instruction in their mother tongue, two periods in the BIMLC and the remaining periods with their English-speaking peers. Advanced students receive one period of instruction in ESOL; one in their mother tongue; two periods in the BIMLC and the remaining periods with their English-speaking peers. They may also participate in an American history class for the foreign born. Pupils who are no longer in need of ESOL, may elect to pursue content courses in their mother tongue to fulfill requirements for the high school diploma. Adjustments may be made in the scheduling, dependent on student needs and interests. The subject areas in the BIMLC include reading for comprehension in English and in the home language of the student; reading in English in the content areas of science and social studies, career education, job search, college search, mathematics, American history and history of the civilizations represented by the students in the program, functional living and consumer education.

Both the Birney and South Philadelphia bilingual education programs have been designated as "magnet" programs. This permits pupils to cross district school boundaries to attend these schools. With the addition of these two new programs, the Philadelphia Advisory Committee on Bilingual Education, originally made up of a majority of Hispanic parents, voted to expand the committee to include the parents of the other ethnic pupils participating in the bilingual programs. At present, meetings of the Advisory Committee are very similar to those at the United Nations. After a general meeting, committee members separate into the various linguistic groups to discuss common problems and those peculiar to their cultural-linguistic group. A report is then made back to the general assembly in English by a group member who is bilingual.

BILINGUAL EDUCATION PROJECT, PACT (PARENTS AND CHILDREN TOGETHER): 1977

The newest bilingual program, initiated in July, 1977 with the support of Title VII ESEA funds, is called Bilingual Education Project, PACT (Parents And Children Together). The program is designed to complement the existing maintenance bilingual program for pupils in the Potter-Thomas Model Bilingual School by addressing itself to the needs of the parents. Most of the parents have either recently arrived from Puerto Rico, or moved from other cities to Philadelphia, or moved from other parts of the city to the school area. They are faced with the daily problems of survival in a new environment in which the language barrier limits full participation in the economic and social life of the city. Parents look to the bilingual staff in the school for linguistic support; they visit the school in increasing numbers.

This model program seeks to capture the demonstrated parental interest in order to foster the development of a bilingual education program with the following major goals:

-- To acquaint parents with the content and materials of instruction used by their children and provide the parents with necessary techniques and materials to help their children in the learning process

-- To orient parents to their new community by providing them with the resources available to them in the fields of housing, employment, social services, recreation and education

-- To develop communication skills in reading, writing, understanding and speaking Spanish and English

-- To provide a basic educational program in English and Spanish leading to a GED diploma

-- To provide information to parents related to survival in a new environment; e.g. wise consumer practices, nutrition, safety.

In order to provide a field practicum for the 75 participating parents, an intensive bilingual education program was conducted for 200 pupils during the month of July, 1977. A corps of bilingual resource specialists served in this program. Parents of the children observed these classes for part of the morning. Parents then met with curriculum developers who helped them to (1) understand the learning experiences of the children, (2) become familiar with the instructional materials used by the children, and (3) jointly develop instructional learning packets to be used with the children at home. Field trips were arranged for

parents, children and the specialists to visit historic and cultural sites with the purpose of finding out what benefit is derived by children and adults from such experience.

During the school year 1977-78, parents continue to meet with the specialists with whom they worked in the summer program. Their meetings take place once each week after school hours and provide opportunity for parents to discuss the learning problems of their children and to seek ways to reinforce at home the learning in the classroom. In addition, day and evening courses in both English and Spanish lead to the GED diploma for parents. Beyond these, workshops deal with family relations, domestic arts, nutrition, consumer education and drug addiction. Field trips help parents to get acquainted with community agencies and with shopping areas in the local neighborhood and in the center of the City.

The Bilingual Education Project, PACT, is planned for development over a five-year period. The content of the program during successive years will be adjusted according to the results of program evaluation. After the first year of program operation, the educational progress of pupils whose parents participate in the program will be measured each year to determine the impact of the parent education program on the cognitive and affective development of the child. In addition, a record will be kept of parents who achieve the GED diploma, who participate in the other activities of the program, and who continue to use the instructional packets with their children. Parent achievement in communication skills in English and in Spanish will also be measured.

The bilingual education programs which have been described were created and are managed by the Department of Foreign Language Education of the Office of Curriculum in the Division of Instructional Services of the School District of Philadelphia. The Director and staff of this office work closely with the principals and district superintendents in the implementation of the programs at the school sites. They also work cooperatively with the many offices of the school system: Federal Programs, Research, Personnel, Budget, Field Operations, School Facilities, Libraries which are involved in supporting the initiation and operation of educational programs. In addition to the programs described here, bilingual programs operate in the school system within the responsibility of the offices of Follow Through, Early Childhood Education, Vocational and Special Education.

THE MERIT CENTER IN ACTION

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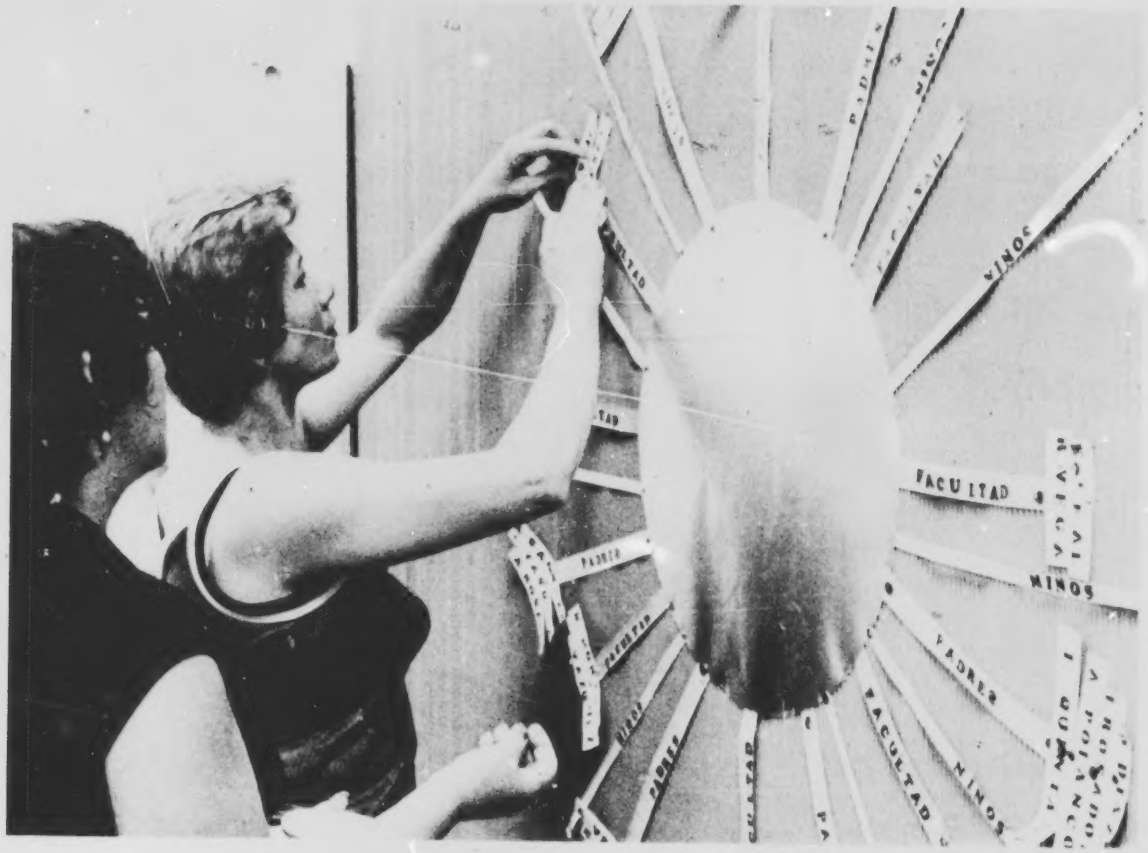
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PART III

GUIDELINES FOR PROGRAM DEVELOPMENT IN TEACHER EDUCATION FOR MULTILINGUAL SETTINGS

BASIC PREMISES

Bilingual education, as we have seen in early chapters, is a reality, despite its recency. Thousands of children are enrolled who, because of familial and cultural background and consequent limited ability to use the English language, find themselves unable to participate fully in the learning activities of their classes. Many qualified and devoted teachers are meeting the challenge of educating these children. In addition to the personal initiative of these teachers, Federal and State legislative actions have led some school systems in 42 states to introduce system-wide programs to meet the basic language and cultural needs of this special school age population.

At the same time the high probability that increasing numbers of people will enter the United States, for whom English is not a first language and for whom American culture is essentially foreign, calls for extensive efforts to prepare personnel to administer multicultural/multilingual programs. Further, institutions of higher education, conventionally the sole source of preservice education and inservice graduate education, will most certainly assume major responsibility for preparing these administrators and for supplying teachers professionally equipped to teach in bicultural-bilingual situations.

There will be no royal road to any single ideal professional preparation pattern. We may expect that school systems, colleges and universities (and such centers as MERIT) will multiply alternative undergraduate, graduate and inservice designs. This is the genius of American education. At the same time, it is reasonable to anticipate that most programs will move forward from common basic premises. Six such premises appear to be foundational:

Premise 1: It is unrealistic to think that the conventional undergraduate four-year curriculum will include all of the experience essential to the many competencies expected of the beginning teacher in any classroom, much less the bilingual classroom. This means, of course, that it is not to be anticipated that every teacher fluent in even two of the languages to be met in the classroom will be able to teach specialized disciplines in those mediums. Conversely, it

is not to be anticipated that the teacher who has in four years prepared through a major in science, or math, or art will acquire sufficient mastery of additional languages to be able to teach in a medium other than his mother tongue. It follows then, that when changes within the four-year pre-baccalaureate curriculum are proposed, priorities need to be considered by each prospective teacher, and varieties of preparations must be allowed for.

Premise 2: Premise two is corollary to the first. A mature and effective approach to teaching evolves only over a period of several years.
Effective teaching comes with professional preparation and experience. There is greater probability that effective teaching strategies will be introduced by teachers who come through their professional preparation under the guidance of faculty who themselves are maturing in their understanding of the teaching process. Yet, even under the most adroit instruction, it would be less than realistic to expect effective teaching strategies to be fully developed during the pre-baccalaureate years.

Premise 3: Premise three relates to an analysis of teaching competencies. To develop effective teacher education programs it is essential to distinguish among different levels of competencies.
Some basic competencies can be developed within a relatively short period. The related skills of administering and scoring a language proficiency test are examples. These are what we might call lower level competencies. They can be acquired in one or two lessons, or perhaps the teacher develops them quickly to meet an on-the-job crisis. In contrast, choosing an appropriate evaluation strategy, understanding the significance of the range of language proficiency and pretest scores, and the ability to take appropriate actions to improve instruction based upon test results, is a higher order competency that develops through synthesis of a number of lower order competencies. Very few higher order competencies are developed during the pre-teaching college experience. Lower order competencies can be developed during the initial instructional period. Experience coupled with inservice education activities are the major vehicle through which lower level competencies gel into the higher order competencies needed for effective bilingual teaching. Accepting this premise

requires a cautious examination of existing check lists of "generic competencies" to be met during the early years of pre-baccalaureate education. Caution is essential, since many of these lists are ineffective because they call for an unrealistic level of professional development during this relatively short period of collegiate education.

Premise 4: Premise four is related closely to the concern for competency development. Competencies generally considered essential for outstanding teaching in most academic areas are also essential for the bilingual teacher. Additional competencies, however, are needed for effective performance in bilingual situations. These added competencies are similar to those underlying excellence in second language or foreign language teaching. The first is basic for all teachers in bilingual situations: Reasonable ability to communicate with children and their parents in their own language. Second, somewhere in the faculty line-up there need to be teachers professionally prepared to teach the language or languages familiar to the children. The capacity for teaching the language is an added professional competence not necessarily possessed by even the most fluent speaker of the language. Third, somewhere in the faculty of the multilingual school there must be teachers sufficiently bilingual themselves to teach other academic subjects such as science, math, art, etc., in both English and a second language - and know when it is appropriate to invoke which language.

Premise 5: In any bilingual program the teaching of English is an important and integral part of helping students to be able to use English as well as their mother tongue.

The fields of English for Speakers of Other Languages (ESOL) and Teaching English to Speakers of Other Languages (TESOL) have long dealt systematically with bilingualism. Their very titles mandate it. Both fields antedate governmental funding for bilingual education in the United States, though they have received extensive support for the teaching of English overseas. The important concept to be underscored here is that Bilingual Education, specifically so called, and ESOL and TESOL are all fundamentally committed to the development of bilingual competence. And where funds permit and parents who understand the multicultural nature of modern society embrace the opportunity, bilingual education can extend bilingual competence to otherwise monolingual American children.

Premise 6: Quality teaching is sustained and burn-out is minimized by teachers who maintain a reasonable balance between the art of teaching and the science of education.
Teaching has an artistic and a scientific component. Beginning teachers reveal a larger emphasis on the artistic aspect of their work. Maturity in teaching comes gradually as increasing concern for the scientific component establishes an equation between these two inescapably essential elements.

Running through these six premises is an intended note of flexibility. The rate of development of competencies, the degree of excellence to be anticipated, the almost infinite range of alternate combinations of specialization called for in meeting the needs of children in a school system --- all are variables to be kept in mind as we move now to closer consideration of curricular provisions for the education of teachers in multilingual schools.

CURRICULUM IN BILINGUAL TEACHER EDUCATION

Bilingual Education is an area of professional education in teacher education. It is not an area of instruction in elementary and secondary schools. It focuses specifically on preparation of teachers to work in bilingual situations, much as the Special Education teacher works with young people in situations involving the exceptional child. The "bilingual teacher education curriculum" presented here is spelled out in terms of studies and experiences designed to meet specified objectives. The spectrum of activities proposed suggests the wide range of skills and competencies needed for effective instruction in bilingual educational settings. But specifically, what skills and competencies are called for?

One approach to a comprehensive listing is found in the Federal Register of June 11, 1976. This document spells out competencies essential for applicants for "Fellowships for Preparation of Teacher Trainers". These competencies include the ability to:

-- Teach various subjects or courses of study in elementary or secondary schools using English and a language other than English

-- Provide instruction in elementary or secondary schools in the history and culture of the United States and of geographical areas associated with a language other than English

-- Select and use appropriate instruments for measuring the educational performance of children of limited English speaking ability

-- Involve parents and community organizations in programs of bilingual education, and incorporate into such programs the use of appropriate available cultural and educational resources.

These four higher level competencies appear to be central to carrying out the legal mandates of bilingual education. They are deemed necessary for teacher educators who prepare bilingual teachers. Because teacher educators should minimally have the same competencies they expect their students to develop, it seems reasonable to assert that these are competencies eventually to be developed by those who are to teach bilingually at the school level. It must be kept in mind that these broad competencies usually do not emerge until the teacher has been involved in advanced inservice professional experiences. Perhaps this level of competency development does not occur until the teacher advances to professional study at the doctoral level or its equivalent.

How does the curriculum planner map out the sequences of educational experiences for the future bilingual teacher? First, it is reasonable to assume that different levels of competency are developed at different stages of professional progress -- preservice, upper preservice, early inservice, experienced in-service. Second, recognizing these four stages of advancement, what are the skills and competencies to be developed at each stage? Third, within institutions of higher education, what is the nature of the curriculum (studies, experiences and activities) that can facilitate the acquisition of these skills and competencies?

This sequence may come clearer in graphic form. Figure 1 lists the competencies and the enabling experiences and activities contributing to each competency, plus a "time line" proposing the optimum point in progress at which the experiences can be provided. The time periods, of course, are not absolute, since students may begin their preparation with widely varying levels of competence.

The brevity of listing in the graphic form of Figure 1 calls for some clarifying detail. Five of the items merit such special consideration: The Teaching of English, the use of Tests and Measurements, Historic Contributions, Cultural Awareness, and Community Involvement - to which we turn now.

Teaching of English: Competency 3(Fig. I) considers teaching English to Speakers of Other Languages as a professional specialization related to but clearly distinct from teaching English to persons speaking English as the mother tongue. The bilingual curriculum must not only contain the special theoretical bases and methodology for teaching ESOL, but it must supply ample opportunity, through well planned field experiences, for the bilingual teacher trainee to teach ESOL under the supervision of knowledgeable professional personnel. The course work and field experiences should be woven together and extended over a considerable period of time.

The training experiences must be planned to prepare teachers of ESOL for bilingual classrooms, where the goal is development of a usable level of English, especially in listening to and speaking English. The heard and spoken utterances in English will be the child's first contact and probably his major contact with English on his way to bilingual competence.

Many critics of bilingual education have been especially concerned about school districts which receive Federal funds to implement bilingual programs but ignore this important ESOL component. At the same time bilingual specialists at both State

and Federal levels indicate that in many instances local educational agencies having student populations with limited competence in English provide only ESOL instruction while ignoring other components of a quality bilingual program. These components include a strong increment for improving the child's use of his mother tongue and enriching his understanding of the history and culture of his familial background. When this is combined with the history and culture of the United States, which is conventionally included in ESOL programs, an entire school population may be on its way to developing a positive self image.

Test and Measurements. Competency 4 (Fig. 1) calls for ability to select appropriate diagnostic testing procedures and tests. This competency, related to the evaluation of normal academic and social concerns, is lacking from many preservice teacher education programs. There has been relatively little emphasis on the development of this competency even at the early inservice level of teacher education. The situation is particularly acute in the relation to teacher-prepared tests for classroom use. This vacuum is reflected in comments made by teachers at all levels of instruction. How often, for example, do we hear teachers' comments reflect the erroneous notion that true-false type test questions test for different understanding than do multiple choice or matching type questions? Very little understanding is required to realize that true-false type questions are simply a special class of the multiple choice question. Beyond this concern teachers too seldom understand that appropriate formulation of questions may be the most difficult, certainly the most important, skill the teacher exercises.

Ignorance in the area is even more serious in relation to bilingual needs. Here analysis of language competence is an essential part of needs-assessment. Bilingual teachers should have ample opportunity to deal rigorously with the contents of such publications as: Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments, published by the Northwest Regional Educational Laboratory in Portland, Oregon; and with the publication: The Politics of Speaking: An Approach to Evaluating Bilingual-Bicultural Schools, one of the "Bilingual Education Paper Series" published by the National Dissemination and Assessment Center at California State University, Los Angeles. In this latter publication Frederick Erickson of Harvard University recognizes the trauma for foreign students of taking standardized tests. He proposes a sociolinguistic approach to assessment, utilizing interaction schemes and observers in the classroom.

It would be comforting to believe that the low priority given to adequate evaluation techniques in teacher education programs results from the fact that guidance personnel have become

Figure 1

SKILLS AND COMPETENCIES TO BE PLANNED FOR IN DESIGNING A CURRICULUM FOR BILINGUAL TEACHERS *

	Competencies to Be Achieved	Enabling Studies, Experiences, and Activities	Timing
1.	Ability to organize subject matter to meet the psychological readiness of children from varying backgrounds and of varying abilities	Specially designed courses which "professionalize" the approach to subject matter; i.e., which exemplify organization and methods appropriate to school level	Preservice, continuing well into inservice level
2.	Ability to organize an effective academic and social classroom which individualizes instruction	Supervised student or intern teaching experiences in bilingual school settings	Preservice, continuing into inservice level
3.	Ability to communicate (listen and speak) in two languages, including English; and to teach English as a second language, and to understand how this differs from teaching English as a first language or from merely being fluent in English	Courses emphasizing oral facility in these languages, with opportunities to listen and speak in bilingual contexts	Preservice
4.	Ability to select appropriate diagnostic testing procedures and tests, and to administer tests that are appropriate both to conventional and bilingual instruction	Involvement with a variety of tests and measurements and evaluating procedures as used in classes and field work in working toward competency #1, 3, 5	Early inservice

*Condensed from a broader listing prepared by Francis X. Sutman and Annette Lopez: See appendix A for this list.

Figure 1 continued

Competencies to Be Achieved	Enabling Studies, Experiences, and Activities	Timing
5. Ability to read in two languages, including English	Courses involving a wide range of readings appropriate for elementary and secondary school age children	Preservice
6. Awareness of the differences of cultures and their traditional values, behaviors, mores, etc.	Optimally, opportunity to visit, live, work in a second culture, including work in community services in a developing country	Summers, preservice and inservice
7. Consciousness of the value structure and customs of at least one culture other than that of the United States	Specially designed assignments demanding sustained work with a professional and knowledgeable leader in a second culture	Summers, preservice
8. Linguistic and social grace to enter into cooperative planning and work with parents and community leaders in educational activities	Intern field work in multilingual communities	Inservice
9. Work within professional organizations dedicated to improving bilingual and multicultural education	Report formally to fellow students and colleagues on central issues dealt with in professional meetings, professional journals, and the like	Early inservice and continuing

Figure 1 continued

Competencies to Be Achieved	Enabling Studies, Experiences and Activities	Timing
10. Knowledge of the history of the United States	Course work focused on contributions of people from other cultures, possibly employing languages of those cultures in the courses	Preservice and continuing
11. Familiarity with location of and use of instructional materials, including remedial materials appropriate for use in bilingual teaching situations	Supervised assignments requiring location and use of instructional materials	Upper preservice and continuing throughout inservice

more and more responsible for diagnostic testing. Unfortunately the general lack of sophistication regarding use of appropriate testing techniques and the notable near-absence of concern for testing in bilingual teacher education programs appears to result more from the historical belief by teacher educators that any teacher is able to select or prepare tests and testing techniques and to analyze the results effectively. This is simply not the case. Because of the special nature and special needs of bilingual students, competency in effective testing procedures and measurement devices calls for greater emphasis in this area in our programs for bilingual teachers.

Historical Contribution: Competency 10 (Fig.1) related to the teaching of history, deserves extended comment here for two reasons. First, it calls for a different emphasis in the presentation of history from that generally offered in the under-graduate curriculum. For the future bilingual teacher, initial courses in history should emphasize contributions made by various cultural groups to the growth and development of the United States. Later courses in history, then, may be infinitely more effective if taught with a wise proportioning of at least two languages. Teachers tend to teach as they have been taught, regardless of theories communicated. Example is more enduring than precept. While the other-than-English language may serve as a vehicle for appropriate content, the content also can and should serve as an effective vehicle for improving the level of usability of that language. Certainly those for whom English is the mother tongue have been taught in all subject areas in English. In the process, presumably, their understanding of English has been advanced. The communication content of language instruction has often tended toward a miscellany of unrelated sentences; often the vocabulary which is taught bears little or no relation to the subjects being studied outside the language class. Although the instructional program for second-language learners must proceed systematically from lesson to lesson with its own carefully planned curriculum, it can and should direct attention to carefully selected content from science, social studies, mathematics and other subject-matter fields. Teacher education for bilingual classrooms should take this into account.

Cultural Awareness: It is almost trite to state that concern for and patience with people of other cultures, and an acceptance of their varied cultural values and patterns of behavior, is central to successful bilingual teaching. In fact bilingual education is an integral component of education designed to develop multicultural awareness or sensitivity. Cultural sensitivity is considered in competencies 6 and 7. Extreme care must be taken, when organizing the portion of the curriculum dealing with culture,

that teachers do not blatantly force their own cultural values, standards and mores on students from another culture. This statement does not preclude the obligation to gradually orient persons from other cultures to the new culture they are living in. But, this awareness can best be accomplished by a give and take process in which teachers indicate a willingness, even a desire, to learn to understand (and in some instances, to accept) the values and patterns of other cultures. Those preparing to be bilingual teachers, who have grown up totally in the culture of the United States, need ample opportunity to work and shop and find their recreation with children and adults of other cultures. This opportunity occurs best in informal situations, especially situations that are related to community based and socially oriented activities. The Americans who learn from other cultures are respected. A respected teacher carries weight as exemplar to students from other cultures.

Community Involvement: Competency 8 (Fig. 1) calls for bilingual teachers to become effective in community affairs. This requires the development of a variety of lower level skills and competencies. For example, they first must learn to assess accurately the readability levels of printed instructional materials, especially materials that might be used with community groups. This accounts for delaying extensive involvement in community affairs until the inservice years, as indicated on the time line in Figure 1. Also, community oriented activity should be delayed until the skills needed simply to survive as a beginning teacher have developed. Delay, however, does not mean denial. Care must be taken in developing a total bilingual curriculum not to ignore the development of this competency. For the truly successful bilingual teacher must eventually be able to perform comfortably in bilingual community settings.

Figure 11 provides a second approach to competency development through the bilingual teacher education curriculum. Figure 11 divides competencies into those related to scholarly command of the discipline to be taught and those related to pedagogy or professional preparation for bilingual situations. Figure 11 asks us to consider the increasing complexity of both aspects of excellence. At level 5 the teacher is presumed ready to be effective in the bilingual classroom. At level 7 command of the academic discipline is professionalized through appropriate pedagogy. It is only at this stage that the bilingual teacher becomes able to relate the discipline to the needs of students, and to motivate students to learn the content. The final level of competence is exemplified when the bilingual teacher becomes able to assess his or her own teaching of one or more disciplines and to select from alternate teaching strategies in order to increase teaching effectiveness.

One final concern related to curriculum calls for consideration here. It is often referred to as the "teacher-proof curriculum". Experience indicates that no teacher-proof curriculum exists. While the curriculum can be well planned and organized to include experiences and opportunities leading to the development of essential competencies, these can surface only under the guidance and supervision of teachers who themselves are knowledgeable in the whole field of bilingual education. Even this contact is not enough to assure success. There is greater probability of success when the master teachers themselves are still growing and learning. An effective curriculum fails without effective methodology.

METHODOLOGIES OR TEACHING STRATEGIES

The importance of methodology in the education of bilingual teachers has been considered, but it needs amplification. As indicated earlier, successful teaching in a bilingual or in any setting can occur only if appropriate methodology is used in the teacher education program through which teachers are prepared. Unfortunately, methods of teaching in institutions of higher education conventionally do not reflect methods appropriate to teaching in elementary and secondary schools. There is some probability that college and university teachers who have taught at the lower school levels, and who have been prepared to teach there, will be more effective exemplars than those who have not had this "mellowing" experience. To date, of course, relatively few teachers who have met state certification requirements have had contact with master teachers teaching in bilingual situations. Finding ways to increase contact between developing bilingual teachers and master bilingual teachers becomes a high priority if quality education is to occur at the school level in the years to come.

At first glance it might appear that pre-service in-service education of teachers in effective methodology for bilingual settings should not be difficult, or at least not more difficult than the preparation of teachers for more conventional educational settings. On the other hand, this may not be the case, since teachers for traditional school settings need to develop expertise only in the discipline to be taught and the strategies for teaching. Those being prepared for bilingual teaching situations also must develop effective strategies for bilingual classrooms.

To understand the uniqueness of teaching in bilingual settings it will be helpful to consider ways of working with young children in kindergarten through early elementary grades and then look at teaching strategies appropriate for older children in intermediate grades and secondary school.

Young children can learn a second language through imitation and through involvement in activities that all children enjoy. Anyone who has taught in or observed groups of youngsters in kindergarten through, let say, fourth grade, knows the effectiveness of simple games, songs, and stories that involve lots of repetition and lots of actions that demonstrate the meanings of words. In the same vein, pictures and repetitions of names of pictured objects, or the naming of storied persons or animals and the acting out of storied relationships are time-honored and effective procedures that bring sure-fire involvement in meaningful use of language.

Throughout relationships with young children the importance of the teacher's attitudes, communicated through behavior, can not be over-emphasized. It may seem unnecessary to mention that one never laughs at a child's mistake and never permits a class to ridicule a single youngster for some chance error in linguistic or social behavior. A word of advice may be in order, though, concerning responses to a child who seems not to understand something the teacher has said. Understanding will not be improved by the teacher's raising of voice or shouting, as though speaking to a deaf person. Rephrasing in two or three different and simpler ways may be the best answer. If not, then the teacher should know that frequently a child understands what he reads better than what he hears. So the blackboard (for group-wide use), or a magic slate or writing pad in hand (for individual encouragement) may provide the "assist" the child needs. In cases where writing is called for, the teacher will find that making use of printing - legible printing - will reenforce the oral image of spoken repetition with the steady image of the visualizable word.

Cultural awareness plays a major role in language teaching, even for young learners. A child's name is important. He/she responds to its pronunciation as he/she pronounces it. Similarly, the matter of physical contact may be extremely important. Children from some cultures may cringe from a well-intentioned and friendly pat on the back or shoulder.

Older children and adults also can learn a second language through imitation and involvement in activities. But the structuring of the class should recognize the demands of increased maturity, in both content and placement of responsibility. It will be valuable for us now to look at a number of patterns of classroom management or teaching strategy that are available to the bilingual teacher. The relationships among these strategies are summarized in Figure 111.

The Second Handbook of Research on Teaching is one of many useful sources of information regarding teaching strategies. The Yearbook reports that over a period of ten years emphasis

in method of teaching at the school level has shifted from lecture strategy towards discussion strategy. During the early 1960's about sixty per cent of classroom instruction followed a lecture format and about forty per cent a discussion format. The reverse percentages describe the situation existing by the early 1970's.

"Lecture" denotes a situation in which the teacher talks directly to students. It is essentially one-way communication. "Discussion" denotes oral interaction between teacher and student, and frequently, among students themselves. It involves at least two-way communication. In discussion, teachers pose questions, and the students attempt to answer or do answer the questions raised by teachers. The research literature indicates an increase in the use of discussion strategy with each advance in grade level. Educational research also indicates that not a few teachers, impatient with student hesitation or unaware that thoughtful answers take time, answer their own questions. When this situation occurs, discussion ceases. Little learning takes place. Little motivation for further learning is engendered.

In the early 1940's teachers in the several academic fields were caught up in enthusiasm for "teaching the structures of disciplines," following the lead of Jerome Bruner and Joseph Schwab. In more recent years this strategy has come to be called "Process teaching". Changes in terminological fashion have been so frequent, though, that "process teaching" and "discovery teaching" and "inquiry teaching" have become confused in many educators' minds. Since these three strategies are related and all three methodologies or classroom strategies do have contributions to make to the successful bilingual classroom, it will be helpful here to examine their similarities and differences. Inquiry teaching involves any technique or strategy which causes students to question or to inquire. Discovery teaching involves any technique that causes the students to seek answers to the questions posed either by themselves or by the teacher. The answers obtained through discovery can be obtained through a number of channels: from memory, through reasoning, through the use of appropriate laboratory or community investigations, or from library resources. Accepting these two definitions it becomes possible to define process teaching. In process teaching inquiry and discovery complement each other.

It is important to keep in mind that process teaching as a classroom strategy is not the same as discussion. It differs in that the discussion strategy calls upon teachers to ask questions, while the process strategy generates situations in which students ask the questions. Classrooms or other teaching environments designed to elicit questions from students (inquiry)

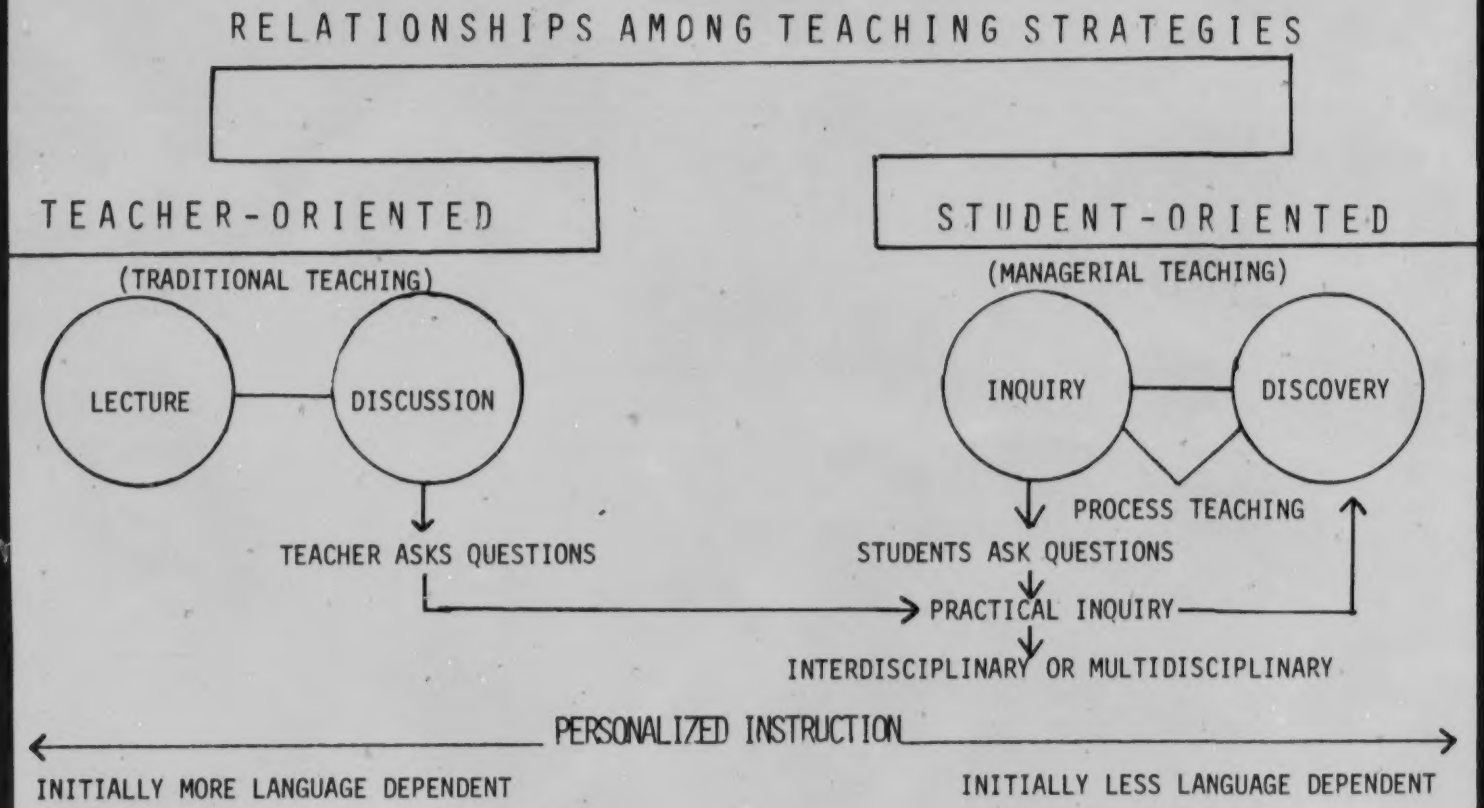
FIGURE 11

SUBJECT AREA AND PEDAGOGICAL COMPETENCIES DEVELOPED THROUGH A BILINGUAL TEACHER EDUCATION CURRICULUM (CLASSIFIED IN ORDER OF INCREASING COMPLEXITY)

	Levels	Competencies Related to Subject Areas or Disciplines*	Competencies Related to Pedagogy or Teacher Training
Increasing complexity	1	Learning vocabulary, topics and principles of the discipline	Learning vocabulary of psychology and teaching
	2	Developing skills of the discipline	Developing skills related to the teaching act
	3	Understanding structure of the discipline or process skills	Understanding the structure, nature, and teaching strategies for bilingual situations
	4	Ability to apply the discipline to other fields and other fields to major discipline	Ability to present the discipline to bilingual children or other bilingual populations
Levels needed to be truly effective as a teacher in bilingual settings	5	Ability to use the discipline to solve theoretical problems	Ability to determine those factors that influence the effectiveness of learning the discipline by the bilingual child
	6	Ability to use the discipline to solve practical problems	Ability to control those factors
	7	Ability to relate the discipline to the needs of bilingual students and to motivate bilingual students to learn the discipline	
	8	Ability to accurately evaluate one's own teaching of a discipline and to change teaching strategy to improve effectiveness	

* Disciplines include at least two languages, one of which is English

FIGURE 111


RELATIONSHIPS AMONG TEACHING STRATEGIES
TEACHER-ORIENTED
(TRADITIONAL TEACHING)
LECTURE
DISCUSSION
TEACHER ASKS QUESTIONS
STUDENT-ORIENTED
(MANAGERIAL TEACHING)
INQUIRY
DISCOVERY
PROCESS TEACHING
STUDENTS ASK QUESTIONS
PRACTICAL INQUIRY
INTERDISCIPLINARY OR MULTIDISCIPLINARY
PERSONALIZED INSTRUCTION
INITIALLY MORE LANGUAGE DEPENDENT
INITIALLY LESS LANGUAGE DEPENDENT

produce a greater probability of continued motivation to learn. Of course the other half of the process (discovery) also must occur to assure continued motivation and learning. Students need teacher guidance on how and where to find the answers to the questions they themselves have asked during the inquiry.

The definition of process teaching leads naturally to the currently emerging strategy of "managerial teaching". The relation of managerial teaching to multicultural education stands out in the Journal of Teacher Education for May - June 1977, which is almost wholly devoted to multicultural education and the academic disciplines.

MANAGERIAL TEACHING AND PERSONALIZATION OF INSTRUCTION

Managerial teaching is a strategy which calls upon teachers to serve as "managers of educational activity", or as "organizers of learning experiences." The role of manager demands more of the teacher than to be a mere information source. This strategy calls for extensive planning by teachers, much of which must occur outside of the formal classroom hours. This planning manifests itself in the form of student activity during normal classroom hours, and extended learning activities beyond these formal hours.

Managerial teaching lends itself comfortably to individualization, or as we now hear, "personalization" of instruction. As manager, teachers can plan specific learning activities or personalized learning activities for individual students or groups of students. For personalized instruction to occur, the teacher must empathize with each child in his/her desires or difficulties in learning. Managerial teaching with emphasis on personalization of instruction assumes optimum significance in classrooms where there are children speaking in two, three, or more different languages - a situation not at all uncommon in urban schools, and becoming more common in rural schools.

Effective classroom managers balance elements of the science of education and the art of teaching. They employ the science to determine appropriate placement for each student. They call upon the art of teaching to help each child find a meaningful pattern for the myriad diverse inputs of the school day. The use of managerial teaching strategy is essential to success in bilingual classrooms. It is worth repeating here that the probability is low that teachers will learn to use a managerial teaching strategy in bilingual settings if they experience only lecture and discussion in their college or university courses. Teacher education programs for bilingual teachers must not only exemplify managerial teaching strategy, but must

also provide future bilingual teachers with opportunity, under supervision, to test out their competence to handle it themselves. Managerial strategy, when used in either teacher education or school classrooms, approximates the optimum relationship between teaching method and the method of the independent research worker in his or her own field.

There are important reasons why lecture and discussion strategies may be inappropriate in bilingual classrooms. First, both of these more traditional strategies treat the entire classroom (usually 20 to 35 students) as a single learning unit. Second, use of these strategies tends to place the teacher in a central and dominating position. Neither of these situations opens opportunity for students to try out their facility with language or otherwise become exploratorily involved in the learning process, which is so essential to the development of a positive self image. In addition, neither lecture nor discussion generates much interaction among students -- a denial in the first instance of this most significant avenue to language learning.

But now a word of caution! All of us tend to expect to learn in ways in which we have always been used to learning. And the number of schools from which non-English speaking students come, which have provided them with prior experience with managerial teaching, is decidedly limited. Most English learners will have been inured to teacher-centered classrooms; they may well feel lost if suddenly put into small groups or showered with too much responsibility for self-direction. And their parents may well, when told about the new classroom, feel that their children are not getting good instruction. So - - "testing out one's competence" should carry every indication of gradualism and a constant alertness to the readiness of children to adapt to new procedures.

MULTIDISCIPLINARY SCHOLARSHIP AND TEACHING STRATEGY

Every minute of the day the teacher in a multicultural setting faces dramatic evidence of the physiological and psychological individuality of children, of the economic or political pressures behind the migration of their parents, of the subtle and sometimes sharp diversities of their customs and values, and of course, of the woeful blockages to communicative interaction in their strange new situations. The teacher is aware of their desperate need in coping with these aspects of their lives.

But to cope with the children's problem the teacher is relatively powerless without a wide spectrum of professional information. The teacher's preparation for working in the bilingual classroom should, under optimum conditions, draw on pertinent phases of the psychology of early childhood and the psychology of

adolescence, on sharply focused concepts of cultural anthropology and urban sociology, on the linguistic bases of English language and selected aspects of sociolinguistics dealing with the role of language in human development and formulation of personal and societal values and ways of looking at life.

This kind of broadly multidisciplinary curriculum underlies the ability to carry on a successful managerial teaching strategy. Later paragraphs will provide more detail on courses in such a curriculum. At this point, though, it will be instructive to look at the relationship of the multidisciplinary preparation and the use of managerial teaching strategy.

From the immediately preceding paragraphs special attention should be paid to such phrases as "pertinent phases", "sharply focused concepts", "selected aspects", and the like. In other words, conventional courses in a number of disciplines could demand of the prospectives teacher a life-time of study and, ultimately, the need to sort the wheat from the chaff in its application to the bilingual classroom. The key concern for designers of an appropriate curriculum must be the "professionalization" of the academic courses included in the curricular pattern; i.e., organizing and teaching them as models for adapting their content to bicultural-bilingual teaching.

Managerial teaching requires that the teacher as manager set problems or stimulate his students to pose problems whose solutions require content from more than one discipline. The teacher guides students to sources of information from several disciplines and, where necessary, helps them to clarify the relationships that contribute to the solution of the problems. The one means to insure that bilingual teachers will be able to channel the findings of many disciplines (all active in the out-of-school world), is to organize and teach courses in a way that students have ample opportunity to deal with the resolution of realistic problems. The nature of each problem selected should be such that the prospective bilingual teacher will draw upon knowledge and information at the cutting edge of more than one discipline. In some instances teachers from several disciplines may well be invited to make up the team of experts which offers a problem-oriented multidisciplinary course.

Two examples should help to clarify the nature of managerial teaching. In a beginning course related to the understanding of other cultures the question to be dealt with might be, "How can we use a local restaurant to orient ourselves to an unfamiliar culture?" The first activity in dealing with this problem might be selecting the restaurant and securing its menu. The menu might appropriately be written in the language of the target

culture. Translating and determining the meaning of the words in the language of the culture must first occur. Once the items of food on the menu are understood, reasons for differences in these foods from those found in restaurants catering to English-speaking clientele could be considered. Perhaps information from the fields of agriculture and geography are needed here. Comparing the current prices of "exotic" ethnic dishes with conventional restaurant costs might require information from the field of economics. Literature on nutrition and health could serve as information source regarding the nutritional value of the foods on the menu. Sociology, communications, and psychology come into play in considering appropriate behavior in the restaurant. What are the verbal and non-verbal gestures that might be used to compliment the chef, the waitresses and others? What about the nature and meaning of the music to be heard while eating? What is its history and its significance in the target culture? Eventually, eating at the restaurant gives students opportunity to conclude this type of problem-oriented study with both pleasant and practical experience. This culminating field experience might be used to assess the significance of the problem and the effectiveness of the process - - not excluding the feeling of accomplishment on the part of the students.

In a more advanced course another kind of problem might be set. What are the similarities and differences in migration patterns of several minority groups that have entered the United States during the nineteenth and twentieth centuries? Consideration of this question calls for comparative demographic data; it calls upon language, politics, economics, history and education. An extended period of time is required to consider this question in any depth. It might call for visits to areas where peoples from various cultures are residing or have resided. Or representatives from the cultural groups might be invited to the class to present information pertinent to the inquiry. Finally, the field of art could be called upon, first to reveal cultural values expressed in the arts, and then to display the findings graphically and/or pictorially to the rest of the student population.

Even from these two examples, it is clear that courses taught with a problem orientation are necessarily based on several disciplines. This is especially true if the problems are those of today's society. Joseph Schwab, one of the early proponents of inquiry teaching, refers today to the process of considering such problems as practical inquiry because consideration of one problem leads the student to ask further questions about the society he is a part of or he wishes to become a part of. It is clear that practical inquiry teaching is a strategy that is closely related to problem oriented teaching. This strategy must take a significant place in the education of bilingual teachers if their teaching is to be meaningful in the bilingual world of the child.

PART IV

EVALUATING TEACHING PERFORMANCE

Thus far our monograph has dealt with competencies upon which bilingual teacher education curriculum content and design should be based, with teaching strategies appropriate for the bicultural-bilingual classroom, and with preparation of teachers for testing student progress. At this point, we turn attention to evaluation of the teacher's performance in the classroom.

Our concern is primarily with the pre-service teacher who, as Edmund Burke a century ago described the zestful American people, is still "... in the gristle, and not yest hardened into the bone..." of accustomed school routine. Accordingly, in this chapter we are introducing two evaluation instruments - profiles - to facilitate a reasonably perspicacious analysis of a number of behaviors examplified to some degree in teaching.

The first we label Evaluation Profile for Areas of Performance For Teachers In Bilingual Settings (Figure IV).* This profile could serve the supervisor or administrator simply as a rating sheet to go into the teacher's dossier. But more appropriately, it can serve both supervisor and teacher together as base for observation, discussion and improvement of classroom manners. The Evaluation Profile lists eight characteristics directly related to effective classroom teaching in any setting, monolingual or multilingual; a ninth characteristic points specifically to teaching in a bilingual classroom; the tenth is an over-all estimate of professional promise.

The second instrument we have called a Self-Evaluation Profile for Teachers in Multicultural and Bicultural Situations (Figure V). In this profile we anticipate that preservice teachers, and experienced teachers transferring into bilingual classrooms, will

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* The EVALUATION PROFILE is in essence a tight condensation of an extended listing of Operational Definitions for Teaching Performance Profile for Bilingual Settings. It grows out of a teaching performance profile developed by a committee of faculty members in education at Temple University. It is not improbable that experienced teachers as well as new ones would find these definitions provoking some thoughtful consideration. See Appendix B.

find help in assessing their readiness and ability to handle the special attitudinal and intellectual demands of a multicultural situation. The profile can be used by English-speaking teachers who are orienting English-learners in some of the strange and complex aspects of United States culture. It can be equally useful to teachers who are orienting the English-learner in the richness of his/her family's cultural background. It seems a natural instrument for use by the teacher who is orienting English-fluent American students in other-than-U.S. cultures whose language they may be studying.

Careful attention to the Self-Evaluation Profile may provide a salutary experience for all of us. Even those of us who have grown up in a given culture may find it appropriate to rank our "data bank" as Little for many of the items. And the top rank of Much may be far more accurate than comprehensive could be, were it the label, simply because we are oblivious of much of our cultural environment; we have grown up in it, accepted it, and never raised it to the level of consciousness. We may be, as one anthropologist expressed it, somewhat like the fish, which will be the last organism to discover water.

FIGURE IV

EVALUATION PROFILE FOR AREAS OF PERFORMANCE FOR TEACHERS IN BILINGUAL SETTINGS

Name of Teacher _____ Subject _____ Date _____

Grade Level _____ Observer _____

I	Egocentric, Aloof	1	2	3	4	Understanding, Friendly 5
II	Unplanned, Disorganized, Irresponsible	1	2	3	4	Planned, Organized, Responsible 5
III	Dull, Routine, Unimaginative	1	2	3	4	Stimulating, Imaginative, Surgent 5
IV	Perceives Self as Less Than Adequate	1	2	3	4	Perceives Self as Competent 5
V	Has Only Minimum Knowledge of Field	1	2	3	4	Has Mastery of Facts and Principles of Field 5
VI	Communicates Perfunctorily	1	2	3	4	Communicates Well and Emphatically 5
VII	Classroom Discourse Characterized by Simple Recall	1	2	3	4	Classroom Discourse Uses Variety of Learning Levels 5
VIII	Fails to Call Attention to Thought Processes	1	2	3	4	Directs Attention to Thought Processes 5
IX	Not Oriented Towards Bilingual Teaching	1	2	3	4	Oriented Towards Bilingual Teaching 5
X	Low Professional Potential	1	2	3	4	High Professional Potential 5

FIGURE V

SELF-EVALUATION PROFILE *

FOR TEACHERS IN MULTICULTURAL AND BICULTURAL SITUATIONS*

	Little	Some	Much
I. How much do I know about general patterns in this culture?			
A. About developing individual potentialities?			
1. Definitions of "success"?			
2. Attitudes toward initiative?			
3. Attitudes toward competition?-Cooperation?			
4. Concern for individual rights?			
B. About equalizing opportunities for all?			
1. Conformity to group behavior?			
2. Desire for social equality?			
3. Desire for economic equality?			
4. Demand for political equality?			
5. Participation in philanthropy?			
II. How much do I know about the relation of man and nature in this culture?			
A. About attitudes toward nature?			
1. Nature as a hostile force?			

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* Adapted to profile form by Francis Shoemaker, from an original "Checklist for American Culture", developed by Dr. Walter Powell Allen as part of his Ed.D. study at Teachers College, Columbia University, and currently in print in A Cultural Checklist: A Technique for Selecting Reading Materials for Foreign Students, English Language Services, 14350 N.W. Science Park Drive, Portland Oregon, 97229, 1973.

FIGURE V continued

Little Some Much

2. Nature as a beneficent provider?
3. Man as controller of nature?
4. Man as conscious cooperator with the rest of nature?

B. About the ways people provide themselves with food?

1. About crops, seasons, and farming methods?
2. About food -- cooking, preserving, processing?
3. About selling?
4. About eating --

a. How many meals? At what time?
b. What do people eat? And drink?
c. Where do they sit for meals?
d. Who serves the food?
e. What are the eating utensils?
f. Are there any spoken formulas at meals?

C. How much do I know about shelter and other kinds of buildings?

1. About family dwellings? Materials? Size? Location?

a. About different parts of dwellings? Uses? Furnishings?
b. About plumbing and heating?
c. About conventions of cleanliness?

2. About non-residential buildings?

a. Governmental buildings? Simple? Monumental?
b. Historical buildings and monuments:

D. How much do I know about the clothes people wear?

1. About the extent to which this is a "drape" culture or a "tailored" culture for men? For women?

Little Some Much

2. About clothes for different purposes? Work? Leisure? Ritual?

E. How much do I know about the relations of people and animals?

1. About animals used for work? For food?
2. About the treatment of animals?
3. About the cultivation of pets?
4. About the relation of people and animals in the ecology?

F. How much do I know about the prevailing technologies of this culture?

1. About transportation?
2. About extraction of natural resources?
3. About generation of power?
4. About industrial production?
5. About medicine, health, and population limitation?
6. About climate and geography in relation to technology?

III. How much do I know about the relations between and among people in this culture?

A. How much do I know about basic social structures?

1. About the family? Extended family? Nuclear family?

a. About marriage custom? About divorce? About remarriage?
b. About the line of descent?

2. How much do I know about parents?

a. About husband-wife relationships?
b. About pre-marital and extra-marital relationships?
c. About parental behaviors toward children?

3. How much do I know about children in this culture?

Little Some Much

a. About their relationships to the adult world?
b. About formulas for addressing adults?
c. About games and the spirit of play?
d. About favorite songs?
e. About the stories they grow up with?

4. How much do I know about adolescents in this culture?

a. Is adolescence a time of stress and revolt?
b. Are there identifiable "rites of passage"?

5. What do I know about the aged people in this culture?

a. Do I know how the aged live who live alone?
b. Do I know about the lives of the aged who stay with their families?
c. What do I know about the life of the aged in institutions?

B. How much do I know about other-than-family social groups?

1. About class levels?

a. About relations between owners, managers, laborers, etc.?
b. About the "speech communities" of social and work groups?

2. About the diversity of ethnic groups in this culture?

3. About the diversity of religions in this culture?

a. About "ceremonies" of marriage, burial, etc.?
b. About festivals and holidays?

Little Some Much

4. About societies and associations?

   a. Clubs, for men and women?
   b. Businessmen's clubs?
   c. Political clubs?
   d. Gangs?

C. How much do I know about Community units?

   1. About small towns?
   2. About suburbia?
   3. About cities? Ghettos?
   4. Megalopolises?

D. How much do I know about leisure and its use in this culture?

   1. About individual and group sports?
   2. About handicrafts?
   3. About spectator sports?
   4. About dance? Theater?
   5. About reading? Painting?
   6. About useful work in schools, hospitals, community centers?

E. How much do I know about language formulas and gestures?

   1. About greetings and leave takings- formal and informal?
   2. About introductions?
   3. About shaking hands?
   4. About kinesics as non-verbal communication?
   5. About optesics as non-verbal communication?

IV How much do I know about the economic structure of this culture?

   A. About patterns of ownership?
   B. About economic exchange? Money? Barter?
   C. About types and levels of employment?
   D. About education and employment?
   E. About organization of laborers?
   F. About general attitudes toward "work"?

Little Some Much

V. How much do I know about the political structure of this culture?

A. What responsibility do people have for governmental decisions?
B. To what extent is there freedom of movement in or out of culture?
C. What is the function of the police?
D. Are there organized political parties?
E. To what extent does this culture participate in world affairs?

VI How much do I know about the educational system in this culture?

A. About the proportion of the school-age population enrolled in primary school? Secondary school? Various kinds of higher education?
B. What level of education is required of teachers?
C. What is the relation between teachers and pupils?
D. What is the relation of subjects studied to the daily life of individuals?
E. Do adults tend to go on to school in any form?

VII. How much do I know about human values in this culture?

A. About social values -- individualism? cooperation?
B. About religious values -- their pervasive recognition?
C. About ethical values -- attitudes toward the law, war, justice, right and wrong, suicide, homicide, etc.?
D. About aesthetic values -- general valuation of art and artists? Concern for nature beauties, landscaping, city planning?
E. About areas of taboo?
F. About emotional tone -- times and places for showing emotion? For concealing emotion? For enthusiasm? For apathy and indifference?

EPILOGUE

"Bilingual Bicultural Education Comes of Age" was the title of a conference sponsored by the National Elementary Education Association and the California Elementary Education Association in San Francisco December 8 - 10, 1977. One of the key reports to the conference came from the Experimental Schools Bilingual Research Group of the National Institute of Education. The report concludes with these words, pertinent to multicultural programs in teacher education as well as to bilingual classes in schools.

> ... the readiness of the entire district, including parents, students, faculty and administration, to accept the committment to a bilingual program, is vital to the success of the program. Without the active participation of all parties, and the support of the program at home as well as on the school board, any such program would not succeed. There needs to be a flexibility in the design of such a program to adapt to the realities of particular situations that emerge. Administrators, teachers and parents must know the advantages of such a program before it is implemented in order to support it.

The report continues, emphasizing the fact already notably exemplified in the development of the multicultural-multilingual program in the Philadelphia School District, that only with "... complete understanding and community support..." is there maximum probability of success.

APPENDICES

APPENDIX	TITLE
A.	Major Program Components, Competencies and Experiences To Be Part of the Bilingual Teacher Education Program
B.	Operational Definitions for Teaching Performance Profile for Bilingual Settings
C.	Educating Children With Limited English
D.	Selected Sources of Information
E.	Beyond the Bibliography: ERIC Descriptors
F.	ESEA Title VII Funded Bilingual Training and Resource Centers

APPENDIX A

MAJOR PROGRAM COMPONENTS, COMPETENCIES AND EXPERIENCES TO BE PART OF THE BILINGUAL TEACHER EDUCATION PROGRAM *

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
	Bilingual Studies	
-Survey of literature and research related to bilingual education	- Demonstrate a knowledge of the philosophical, sociological and historical background of bilingual/ bicultural education	- Field experiences for observing examining and studying various programs, approaches to and materials for bilingual education in the local and in another culture
-Study of the inter-relationship between language and culture and its effect upon bicognitive development	-Demonstrate a knowledge of the rationale, need and nature of bilingual, bicognitive, bicultural education in the U.S.	-Seminars, readings and discussions related to the study of various aspects of bilingual education in the U.S. and other countries, with special emphasis on the evaluations of programs for at least one other cultural group
-Study of the historical development and the approaches of bilingual education programs in the U.S. and in international settings	-Be able to identify and compare approaches, methods, and techniques of bilingual education	-formal courses and research, e.g.: Issues and Approaches to Bilingual Education

*The bilingual program is organized into four major categories: Bilingual Studies, Area Studies, Pedagogical Studies and Language Studies.

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
-Study of the implications of congressional and legal decisions on the development of bilingual education in the U.S. and in at least one other culture.	-Be able to examine, compare and assess needs and problems of bilingual eduation in order to recommend and implement solutions -Be aware of the role of bilingual education in the U.S. and examine its implications in the educational movement of the present and the future -Be able to identify and understand the effect of bilingualism on the cognitive, social and psychological development of the individual -Demonstrate an awareness of and be able to identify the effects of bilingualism on different socio-economic classes, e.g. ethnicity, dialect, prestige, etc. -Be able to identify the issue of bilingual education in order to provide possible alternatives and solutions in programatic development of bilingualism in the U.S.	Reading and Language Arts Development for the Bilingual Child Implementation of Culture in the Bilingual Curriculum Bilingual Education in the Urban Setting Seminar in Bilingual Studies Bilingual Education and the Law

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
	-Be able to examine, define and compare the concepts of: bilingualism and biculturalism and their implications in program development at all levels -Demonstrate an understanding of and be able to use various approaches, methods and materials for: Developing reading skills in two languages Developing language skills in two languages Implementing cultural studies (all aspects) in the total curriculum of a bilingual program Studying cultural values and their implications for a pluralistic society Developing bicognitive skills in areas such as math and science	

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
	-Be able to assess parental, community and child attitudes toward bilingual education and understand their implications in the development of bilingual education	
	Area Studies	
1. Social Sciences, e.g.: historical, sociological, geographic, economic, political, and anthropological background of a second culture and of ethnic groups (with some emphasis on Hispanics) in the U.S.	-Ability to draw upon knowledge from a variety of disciplines (interdisciplinary) to deal effectively with the resolution of problems associated with bilingual education and through these resolutions to further the bilingual education movement	-Seminars, readings, discussions and/or formal courses in: History (political, economic, and social development) of a second culture in the U.S. Cultural anthropology dealing with cultural, social, and communicative development of groups Comparative politics of a second country, United States and other bi-or multi-lingual nations Ethno- and geo-politics dealing with migration patterns to and within the U.S. of Hispanics and other cultural groups

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
		Psycho- and socio-linguistics dealing with bi- and multi-lingual development of groups with particular emphasis on Hispanics in the U.S. On-site visits to nearby areas with provide relevant experiences related to the above areas of study, e.g. congress, department of commerce, department of labor, department of immigration, etc.
2. Humanities, e.g.: music (classical, folk, popular, opera) and art (painting, sculpture, architecture, etc.) of second culture and U.S. (with emphasis on Hispanic and other ethno-cultural influences)	-Appreciation of U.S. and second culture artistic and music forms -Awareness of ethnic influences on predominant U.S. music and art forms	-Readings, discussions and on-site visits to provide observation and analysis of music and art in the cultural development of the second culture and the U.S.

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
	-Awareness of diverse influences on the second culture music and art forms -Interest in understanding the point of view of cultural representations in music and art forms of U.S. and another culture -Awareness of differences and similarities between another culture and U.S. music and art forms -Awareness of techniques for enhancing understanding of cultures through the study of music and art -Awareness of use of music and arts in the bicultural aspect of bilingual education	-On-site visits in urban settings: Historical sites Art Museum Ethnic neighborhoods Academies of Music and Art, etc. -Visits to sites which display Hispanic influences on U.S. development as well as other influencial ethnic representation -Observation and study of classroom activities and curricular content of music and art study which provides for enrichment and enhancement of cultural awareness and understanding in -Within a second culture as well as in surrounding areas: Classroom observations Discussions with teachers and curriculum planners

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
		Study and evaluation of a variety of curricular materials available through school districts, bilingual materials development centers and bilingual libraries
	Pedagogical Studies	
1. Specialized areas of training, e.g.: math, science, social studies, reading and language arts	-Development of bilingual skills in teaching methodology of area of specialization	-Field experience for teaching area of specialization at a level not previously experienced
	-Development of bilingual (or bicognitive) awareness in teaching area of specialization	-Seminars, reading, discussions and/or formal courses in advanced studies (method and materials) of area of specialization
	-Identification, examination and demonstration of bilingual methods and materials in area of specialization	-Field experiences in some curricular development at school, district or centralized level for bilingual education in U.S., and in second cultures
2. Curriculum Theory and Development	-Awareness of curriculum theory and its development in general, and in particular for bilingual, bicognitive and bicultural education	-Study of bilingual/bicultural curriculum available and/or currently being used in another culture and in U.S. for Hispanics.
	-Identification and examination of basic criteria in bilingual education	

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
		-Seminars, readings, discussions and/or formal courses in: Curriculum Theory Bilingual Curriculum Development Current Trends in Curriculum Development, etc.
3. Supervision and Administration	-Ability to identify needs and plan adequately to programmatically meet these in bilingual education -Ability to help teachers improve their teaching effectiveness -Ability to coordinate various aspects of bilingual programs -Ability to evaluate effectiveness of bilingual programs to meet objectives -Ability to deal with basic legal considerations related to bilingual education -Ability to coordinate budget and academic aspects of bilingual programs	-Field experiences in supervision of: Teaching specialized areas in English, Spanish or another second language teaching at all levels of instruction, e.g., elementary, secondary and adult education in bilingual settings Curriculum planning and development for bilingual education Consultations and consultants to bilingual education programs -Field experiences and/or observation of administration of bilingual educational programs at all levels or at level of particular interest (elementary, secondary, adult education)

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
	-Ability to locate funding sources for bilingual programs -Ability to draw upon a variety of available resources to further the bilingual education movement -Ability to involve teachers, community leaders and parents in a variety of bilingual education aspects	-Seminars, discussions, readings, and/or formal courses in: General supervision and administration methods, approaches and philosophy Supervision and administration of bilingual programs Supervision and administration of bilingual curricular planning and development Administration of funding for bilingual programs Methods of involving parents and community in decision-making related to bilingual education
4. Assessment and Evaluation	-Ability to use appropriate evaluation and assessment methods and approaches to bilingual educational programs	-Field experiences in using assessment and evaluation methods, approaches and techniques in area of specialized training, or language development, or supervision and administration of programs, or of teaching at elementary, secondary or adult levels

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
	-Ability to examine and understand assessment, diagnosis and evaluation of bilingual, bicognitive, bicultural development -Ability to construct and validate appropriate instruments for use in bilingual education	-Seminars, readings, discussions and/or formal courses in: Statistics Evaluation method, design and approaches Assessment and diagnosis of specialized areas of training for bilingual education Evaluation and assessment of bilingual, bicognitive development
5. Developmental Psychology and Learning Theories	-Ability to apply learning theories, principles of human development and cultural psychology to the improvement of: Curriculum materials Program development Teaching methodology Evaluation and assessment in bilingual education	-Seminar discussions, reading and/or formal courses in: General theories of learning and development Bilingual, bicognitive and bicultural development Bicognitive, bicultural development Bicognitive, bicultural theories of learning

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
6. Research in Bilingual Education	-Ability to develop, conduct and report on action research of particular interest in bilingual education -Ability to plan, develop, conduct, write and support a major research study (doctoral dissertation) in a specified area of bilingual education	-Throughout the experiences provided in seminars and/or formal course work associated with field experiences research of some sort should be on going -Doctoral dissertation should be written and presented to a faculty group
7. Counseling and Guidance	-Ability to use cultural and linguistic differences to help students resolve academic and personal problems and to develop sensitivity to the special training needed to meet this need	-Through the course: Counseling the Ethnically Different and through community-field experience
	Language Studies	
-Linguistics of English and second language - morphology, phonology, syntax and semantics through contrastive analysis -Literature depicting cultural characteristics, as well as history in the U.S., or other Hispanic groups	-Demonstrate a knowledge of the major linguistic features of English and Spanish or other second language -Demonstrate fluency in speaking, reading, writing and understanding of English, Spanish, or other second language.	-Seminars, reading, discussions and/or formal courses In: Linguistic contrastive analysis of English, Spanish or other language Morphology and phonology of English, Spanish or other language

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
-Language teaching, e.g.: methods, approaches, techniques in teaching a first or native language in a second language	-Demonstrate a knowledge and understanding of the acquisition of a native and a second language -Be able to contrast and understand cultural perspectives as identified in the spoken and written features of American English, Spanish, or other second language	Teaching applications of American phonology in bilingual education Lexical and phonological difference between the various dialects of Spanish or another second language
-Communicative behavior, e.g.: cultural contrastive analysis of basic nonverbal patterns of Anglos, Hispanics or other dominant ethnic/cultural groups in the U.S.	-Identify and understand basic phonological, lexical and syntactical features of Spanish or other second language and U.S. dialects -Apply the implications of linguistic features of Spanish dialects and U.S. dialects to bilingual education -Demonstrate an awareness of outstanding literature of the U.S., Puerto Rico and Latin America	-Teaching applications of linguistic contrastive analysis of English, Spanish or other language in developing oral and reading skills of bilingual students -Field experiences in second culture surveying linguistic characteristics of English and other language, studying implications for bilingual education

PROGRAM COMPONENTS	EXAMPLES OF SKILLS AND COMPETENCIES	EXAMPLES OF EXPERIENCES AND COURSES
	-Identify and use basic linguistic and cultural comparisons of American English and Spanish dialects in the development of language skills -Demonstrate an awareness of basic approaches, methods and materials for teaching a second language -Develop, compare and/or use methods and materials for enhancing language usage in bilingual settings -Demonstrate an awareness of and understanding of the implications of basic culturally-coded communicative behavior of Anglos, Hispanics, and others in bilingual education	-Seminars, readings, discussions and/or formal courses in: Multi-ethnic literature of the U.S. Survey of a second culture's literature Study of the teaching applications of literature in the linguistic cultural development of bilingual students -Reading, discussion, and field observations of the nonverbal, culturally-coded, communicative patterns of Anglos, Hispanics, and other groups

APPENDIX B

OPERATIONAL DEFINITIONS FOR TEACHING PERFORMANCE PROFILE FOR BILINGUAL SETTINGS *

1. Egocentric, Aloof vs. Understanding, Friendly

1	2	3	4	5

1. Recognizes only academic accomplishments; no concern for personal problems; scolds.	1. Recognizes pupil's personal emotional problems and needs.
2. Appears unsympathetic with a pupil's failure at a task.	2. Views errors positively; uses them to clarify learning.
3. Calls attention only to very good or very poor work.	3. Emphasizes the positive. Finds good things in all pupils to which to call attention.
4. Behaves with impatience.	4. Listens encouragingly to pupil's viewpoint.
5. Relates to pupils with stiff formality.	5. Invites friendliness from all pupils.
6. Rejects or ignores students, hypercritical, fault finding, apart.	6. Commends, accepts and supports students.
7. Doesn't know names of students; aloof and superior; reserved and sober.	7. Smiles and speaks to individual pupils; know names.

* (Adapted from "Teaching Performance Profile" developed by a committee of education faculty of Temple University).

II. Unplanned, Disorganized, Irresponsible 1 2	vs. 3	Planned, Organized, Responsible 4 5
1. Has no lesson plan; materials not available when needed.		1. Has a flexible lesson plan; has materials that will be used.
2. Does not communicate sense of organization to students.		2. Tells class what to expect during period; has next assignment planned.
3. Undecided as to next step; objectives not apparent.		3. Proceeds with assurance to word discernable objectives.
4. Surprised and confused by questions.		4. Anticipates and utilizes student questions.
5. Digresses from planned lesson; loses sight of objectives; lesson becomes disjointed.		5. Keeps discussion focused on objectives.
6. Ignores school regulations.		6. Is aware of school regulations and is guided by them.
7. Gives indefinite assignments and directions; no evidence of follow-up.		7. Gives definite directions and checks on responses.

III. Dull, Routine, Unimaginative 1 2	vs. 3	Stimulating, Imaginative, Surgent 4 5
1. Bores class.		1. Holds attention with highly interested presentation.
2. Conducts self in pedantic, boring, phlegmatic manner.		2. Conducts self with enthusiasm and animation.
3. Fails to provide challenge.		3. Makes challenging assignments.
4. Fails to capitalize on pupil interest.		4. Departs from plan to take advantage of pupil interest.
5. Generates no enthusiasm in class.		5. Provokes thinking.

6. Uses routine materials and no learning aids; textbook-bound.	6. Uses original and relatively unique materials and aids to enhance instruction.
7. Does not vary methods. Substantial lecturing.	7. Tries new methods.
8. Answers questions in unimaginative or bookish manner. Doesn't use illustrations, analogies, or experiences to explain answers.	8. Draws on student experiences. Resourceful in answering questions; has many pertinent and novel illustrations available.

IV. Perceives Self as Less Than Adequate vs. Perceives Self as Competent

1 2 3 4 5

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1. Is faltering, hesitant in speech, timid in relation with pupils.	1. Speaks confidently; self-confident in relations with pupils.
2. Is easily upset, disturbed, and embarrassed by mistakes and/or criticism.	2. Takes mistakes and/or criticism in stride.
3. Appears timid and shy. Does not provide the class with leadership.	3. Acts in reasonable and spontaneous manner.
4. Is nervous, jumpy, hurried easily flustered.	4. Is poised, at ease, unruffled, dignified without being stiff or formal.
5. Offers excuses for delay and inaction.	5. Accepts new tasks readily.

V. Has Only Minimum Knowledge of Field vs. Has Mastery of Facts and Organizing Principles of Field

1 2 3 4 5

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1. Presents simply the facts from the text.	1. Presents basic principles of the field.

2. Presents material without direction toward any central idea or generalization.	2. Organizes ideas, concepts, and principles on a recognizable priority system.
3. Fails to enrich the class with illustrations familiar to students or from related fields.	3. Draws examples and explanations from variety of source and related fields.
4. Emphasizes mastery of unrelated facts, often inaccurate or irrelevant comments.	4. Leads class to form and test hypotheses.
5. Approaches subject as routine examination of a given amount of materials.	5. Approaches subject in spirit of discovery; a problem solving approach.

VI. Communicates Perfunctorily vs. Communicates Well and Empathetically

1 2 3 4 5

1. Presents material without recognizing obvious indications of confusion or personal interest on part of individuals.	1. Responds to students by asking for questions or examples.
2. Uses few examples or ones that serve to confuse the student.	2. Draws example from local community or current interest of youth of the age group being taught.
3. Shows impatience with student interruptions and digressions.	3. Expresses pleasure at receiving student questions and comments; encourages voluntary contributions from students.
4. Makes little attempt to understand question; answers in rambling fashion.	4. Analyzes and answers student questions efficiently, often inductively.
5. Distracts attention with nervous mannerisms.	5. Has no distracting mannerisms.
6. Speaks hesitantly.	6. Speaks fluently and confidently.
7. Ignores student interest and understanding.	7. Diagnoses readiness of students; establishes readiness for learning.

VII	Classroom Discourse Characterized Only by Simple Recall		vs. 3	Classroom Discourse Characterized by Calling upon a Variety of Learning Levels	
	1	2		4	5
1.	Raises own questions and answers them; uses questions given and answered in the text.			1. Seeks definition of problems with his class; formulates hypotheses for problems.	
2.	Assumes a single correct solution to a problem; usually deductive.			2. Leads class in a search for possible solution to problems; encourages examination, comparison, and testing of divergent ideas; usually inductive.	
3.	Supplies immediate answers to students' questions; functions as an encyclopedia.			3. Turns student questions back to students for solution; encourages multiple responses.	
4.	Gives the single "best" solution.			4. Leads class to decide upon the most promising solution to problems and hypotheses.	
5.	Requires uncritical acceptance of facts; does not probe with "why"?			5. Leads class to evaluate revise and test solutions.	
6.	Teaches facts unrelated to application.			6. Encourages students to make wider application of general principles discovered.	
7.	Utilizes only questions involving direct answers.			7. Utilizes open-ended questions.	
8.	Seldom gives students a moment to think before responding.			8. Permits time to think after asking a question.	
9.	Draws no analogies to student experience.			9. Frequently relates to experiences of pupils.	

VIII	Fails to Call Attention to the Logical Operations in Thinking			Directs Attention to the Logical Operations in Thinking
	1	2	vs. 3	4	5
1.	Uses dictionary definitions; Uses authoritarian rather than agreed upon meanings as basis for definition.				1. Recognizes and points out that confusion arises from different definitions of terms. "You can't disagree unless you are talking about the same thing."
2.	Ends an argument with a shrug and such comment as: "That's one person's opinion. I have mine. Let's get back to the subject."				2. Recognizes and points out that differences or arguments arise from contrasting views of what is worthwhile or best.
3.	Fails to distinguish between fact and inference.				3. Points out the differences between what is observed and what is inferred from the observation.
4.	Makes frequent dogmatic statements, without substantiation.				4. Asks for and demands examination of evidence.
5.	Ignores cases of loose reasoning or contradictory statements.				5. Faces up to the problem where conflicting evidence or contradictory facts are presented by teaching the laws of evidence and rules of proof.
6.	Asks a question that requires thinking but doesn't wait for students to think.				6. Leads students to state assumptions.
7.	Accepts beliefs and opinions un-critically, without substantiation.				7. Helps students find their way through the steps of problem solving.

With Special Reference to Bilingual Teaching, is

IX	Not Oriented Towards Bilingual Setting			Oriented Towards the Bilingual Setting	
	1	2	vs. 3	4	5
1.	Does not speak target language.			1. Speaks the language of the student population.	
2.	Does not understand the role of ESL.			2. Understands the role of ESL in teaching the subject.	
3.	Forces U.S. Cultural patterns on the students.			3. Interested in and sympathetic with the culture (s) of the student population.	
4.	Is unaware of bilingual teaching materials.			4. Utilizes appropriate bilingual teaching materials.	
5.	Fails to cite examples from students' culture (s).			5. Draws upon examples from the students' culture (s).	
6.	Is oriented towards teaching all bilingual students the same content at the same level.			6. Is oriented towards managerial personalized instruction.	

X	Low Professional Potential			Hich Professional Potential	
	1	2	vs. 3	4	5

The rating on this criterion is not an average of the other qualities in this profile. It goes beyond these qualities to include all factors and feelings concerning the professional potential of the teacher. This includes such considerations as success in a typical and/or a bilingual school situation, desire to achieve the maximum potential for himself and his students, and interest in the improvement of the profession.

APPENDIX C

A MEMO: EDUCATING CHILDREN WITH LIMITED ENGLISH

TO: School Superintendents

FROM: Virginia F. Allen
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Pennsylvania Public Schools Intermediate Unit 13

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Director, Foreign Language Education
School District of Philadelphia

Why this memo?

Today, even in schools never before concerned, special attention is being paid to children with limited English - - those who know too little English to benefit from the regular school program. Providing adequate education for such pupils was once almost exclusively the task of city systems in certain regions of the USA; but now many a town - - large or small, urban, suburban or rural - - has a substantial number of school-age learners whose only working language is not English. Responding to their presence (and to pressures exerted by state and federal laws which mandate special instruction) school administrators and other community members are wondering how to proceed.

Unfortunately, the answers given by professionals tend to be contradictory and unclear. There are claims and counter-claims by proponents of various theoretical positions, arguments about definitions of terms, attempts to defend one or another interpretation of official guidelines. All of this is generating more heat than light.

Sensing a need for something more constructive, we three have come together to compare notes on what our experience shows.

The present memo has grown out of a series of meetings in which we have agreed upon a number of basic points. We are writing, not as spokesmen for any agency or organization, and not to expound theories or debate issues. We are simply stating, from our combined experience, points of agreement which we hope may prove useful to those more recently charged with responsibility for the education of

non-English speaking children - - pupils whose English is too limited to permit full participation in the mainstream activities of the school.

Points of Agreement

Underlying all points to be stated in this memo is our conviction that

-- Whatever else an instructional program can or should do for these pupils, it must teach them English:

and

-- The key element is the teacher. He or she is the heart of the program, the child's lifeline, his intermediary between his parents' world and the world of the school.

QUALIFICATIONS OF THE TEACHER

1. Patience, tact and personal warmth are indispensable qualifications. Creativity and flexibility are also essential. Most of all, the teacher must possess empathy and be genuinely receptive to cultures other than his/her own.

2. Knowledge of the pupil's language is an important asset. It gives the pupil emotional security; it facilitates teacher-pupil relations and parent-teacher relations; it helps the teacher understand why the pupil has difficulty with specific features of English pronunciation and grammar. However, knowledge of the pupil's language is not possible in every situation where instruction is needed; often many languages are represented in a single class, and no teacher can be expected to know them all. In this case, English can be effectively taught by a teacher who does not know the learner's language, if the teacher possesses the personal attributes cited above and if he/she has been professionally trained for this kind of language instruction.

PROFESSIONAL PREPARATION

1. Special training is required for this kind of teaching, to show the teacher which features of the language need to be taught, and how to help pupils learn them. This is because

learning English as one's mother tongue is different from learning English as a second language. The second-language learner needs to be taught what native speakers learn "at the mother's knee." A few examples out of many: how to construct questions and negative sentences; when to use he and when to use she; the difference between in and on, between a and the. Such things never need to be taught in school to native speakers of the language, yet every second-language speaker must learn them. Directing attention to such features of English is part of the work of courses in Linguistics, an essential ingredient of professional training programs in this field.

2. Because of the diversity of needs among pupils with limited English proficiency, the teacher needs to know a whole array of instructional strategies, including techniques for asking questions, using multi-media materials, conducting games, using dialogs, designing communication activities, handling large-group, small-group and individualized instruction, motivating students and gearing learning experience to interest levels. Thus the specialized study of Methodology and Language Acquisition is required within the professional program.

3. The training of the teacher must include a study of other cultures, to develop an understanding of the customs and values of other ethnic groups. Therefore the program of teacher preparation must involve work in Anthropology and Sociology.

4. Because this kind of language teaching requires specialized training, the mere fact of being a fluent speaker of English is not enough. Neither is knowledge of the pupil's language enough to qualify the teacher. Professional preparation is essential - - the kind of preparation described above.

CONTENT OF THE CLASS IN ENGLISH AS A SECOND LANGUAGE

At first, the ESL curriculum should emphasize the development of competency in speaking and understanding English. When the pupil has a reasonable command of basic functional vocabulary and grammatical structure, he can begin to read and write what he has learned.

Since the development of communication encompasses all the areas of learning, carefully selected content from several of the subject-matter fields can be used by the ESL teacher as content for language instruction. In the ESL class, pupils can learn basic

elements of the social studies (e.g., location, identification of self and family, holidays) and basic elements of science (e.g., units of weights and measures, heat, light, sound, time) as well as basic mathematical processes and gradual development of problem solving. This does NOT mean that the ESL class should use textbooks designed for native speakers of English studying science, social studies or math. Such books are almost always too difficult for beginning and intermediate ESL students. What is needed is material specially designed for second-language learners, in which concepts are presented within the range of vocabulary and grammatical constructions appropriate to the ESL pupil's stage of language development. Usually such materials are not available commercially, and must be prepared by the ESL teacher for a particular group of students.

This brings us back to the focus of this memo: the crucial role of the teacher. It must be stressed that the ESL teacher is NOT AN AD-HOC TUTOR, NOT A TRANSLATOR OF REGULAR CLASSROOM MATERIALS. While often well intentioned, the use of the ESL teacher for this purpose merely provides a crutch to the learner and can actually retard mastery of English.

To be effective, instruction in English as a Second Language must proceed from lesson to lesson with its own carefully planned curriculum, cumulatively building the skills required for the pupil's success in the ongoing life of the school.

APPENDIX D

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APPENDIX E

BEYOND THE BIBLIOGRAPHY: ERIC DESCRIPTORS

(For Further Information About Bilingual Teacher Education)

There are several computer networks through which information can be retrieved. One of the systems: Educational Resource and Information Center or ERIC is available through most university libraries. All of these utilize key words or key phrases that are typed or punched into the system in order to retrieve in print-out form a listing of books, journals, and articles containing useful information. Below is a list of keywords or phrases that can be used to retrieve additional information regarding Multicultural/Bilingual Teacher Education.

BILINGUAL TRAINING

BILINGUAL TEACHER TRAINING

BILINGUAL TEACHER EDUCATION

MULTICULTURAL STUDIES FOR TEACHERS

MULTILINGUAL TEACHER EDUCATION

CROSS CULTURAL AWARENESS

BILINGUAL TRAINING WORKSHOPS

BILINGUALISM IN HIGHER EDUCATION

TEACHER EDUCATION AND DISCRIMINATION

BILINGUAL CLEARINGHOUSE

CURRICULUM FOR BILINGUAL TEACHERS

BICULTURAL TEACHER EDUCATION

Appendix E continued

SECOND LANGUAGE LEARNING FOR TEACHERS

TESOL (Teaching of English to Speakers of Other Languages)

ESL (English as a Second Language)

COMPARATIVE LINGUISTICS FOR TEACHERS

TEACHER EDUCATION AGAINST DISCRIMINATION

BILINGUAL NATIONAL NETWORK TRAINING AND RESOURCE CENTERS

APPENDIX F

ESEA TITLE VII BILINGUAL TRAINING AND RESOURCE CENTERS FOR 1978

Purpose: Training Resource Centers have been funded to conduct activities in the training of classroom personnel and higher education personnel in order to improve the quality of instruction and service provided to children of limited English-speaking ability.

NAME	LOCATION AND PHONE NUMBER	DIRECTOR	LANGUAGE (S)
Berkeley Resource Center	Berkeley Unified School District 2168 Shattuck Avenue Berkeley, California 94704 (415) 549- 1820	Robert Cruz	Native American and Spanish
Bilingual Bicultural Inter-mountain Resource Center	University of Utah Graduate School of Education 2201 East Thirteenth Street Salt Lake City, Utah 84109 (801) 581- 8221	Hugo Rivera	Native American and Spanish
Bilingual Education Technical Assistance Center	Tacoma School District #10 P.O.Box 1357 Tacoma, Washington 98401 (206) 383-1881, Ext. 235	Robert Manion	Pacific Asian and Spanish

APPENDIX F continued

NAME	LOCATION AND PHONE NUMBER	DIRECTOR	LANGUAGE (S)
Bilingual Education Training Resource Center	Institute for Cultural Pluralism San Diego State University Foundation 5544 1/2 Hardy Avenue San Diego, California 92182 (714) 286- 5193		Spanish
Bilingual Training Resource Center	University of Washington College of Education 122 Miller Hall Seattle, Washington 98185 (206) 543- 9424	Juan Juarez	Native American and Spanish
Comprehensive Educational Assistance Center	California State University at Fullerton 800 North State College Blvd. Fullerton, California 92634 (714) 870-3109	Anthony M. Vega	Spanish
Cross-Cultural Resource Center	California State University at Sacramento Department of Anthropology 6000 J Street Sacramento, California 95819 (916) 454- 6985	Steven F. Arvizu	Spanish and Micronesian

APPENDIX F continued

NAME	LOCATION AND PHONE NUMBER	DIRECTOR	LANGUAGE (S)
MERIT Center	Temple University Ritter Hall Annex, Room 995 Broad Street and Montgomery Avenue Philadelphia, Pennsylvania 19122 (215) 787- 6258	Frank X. Sutman Annette Lopez	Spanish, Korean, Chinese, Vietnamese, English as a Second Language and other materials
Midwest Resource Center for Bilingual Bicultural Education	Bilingual Education Service Center 500 South Dwyer Avenue Arlington Heights, Illinois 60005 (312) 255- 9820	Maria Medina-Swanson	Spanish
New England Bilingual Training Resource Center	Boston University School of Education 765 Commonwealth Avenue Boston, Massachusetts 02215 (312) 353- 4365	Antonio Simoes, Jr.	Chinese, French, Greek, Passamaquoddy and Spanish
New England Multilingual-Multicultural Training Resource Center	Providence School Department 86 Fourth Street Providence, Rhode Island 02906 (401) 331-3627, 331-3630	Adeline Becker	Italian, Portuguese and Spanish

APPENDIX F continued

NAME	LOCATION AND PHONE NUMBER	DIRECTOR	LANGUAGE (S)
Regional Bilingual Training Resource Center	City of New York Board of Education Center for Bilingual Education 110 Livingston Street, Rm. 224 Brooklyn, New York 11202 (212) 858- 5505	Carmen Velkas	Greek, Italian and Spanish
South Central Bilingual Resource Center	Education Service Center, Region 13 7703 North Lamar Boulevard Austin, Texas 78752 (512) 458- 9131	Joel Gomez	Spanish
Southwest Bilingual Education Training Resource Center	The University of New Mexico College of Education Albuquerque, New Mexico 87131 (505) 277- 3551	Jose A. Gandert	Native American and Spanish
University of Southwestern Louisiana Bilingual-Bicultural Resource Center	University of Southwestern Louisiana E. University Avenue Lafayette, Louisiana 70504 (318) 233- 3850	Robert Fontenot	French, Italian and Spanish